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Vol. 1

March, 1904

No. 2

Cumberland University Bulletin



1903-1904

LEBANON, TENN.
CUMBERLAND UNIVERSITY PRESS

1904

JANUARY							JULY						
Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
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10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
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1905

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CUMBERLAND UNIVERSITY BULLETIN

VOL. I


MARCH, 1904

No. 2

Published as a means of communication between Cumberland University and its alumni, students, friends, and the general body of scholars engaged in teaching and research.

Published Six Times a Year by Cumberland University
March, April, May, June, September, and December

Entered January 30, 1904, at Lebanon, Tenn., as second-class matter, under act of Congress of July 16, 1894



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Commencement Week, 1904.

Sunday, May 29—Baccalaureate Sermon.

Monday, May 30—College Class Day.

Tuesday Forenoon, May 31—Law Class.

Tuesday Afternoon, May 31—Law Class.

Tuesday Evening, May 31—Conservatory of Music.

Wednesday, June 1—Alumni Day.

Wednesday Afternoon, June 1—Law Class.

Thursday, June 2—Commencement Day. Conferring of Degrees by the President.

Calendar, 1904-1905.

September 5-7, 1904..... Entrance Examinations.

September 7, 1904..... Opening of Fall Term.

October 6, 1904..... Opening of Theological School.

December 24, 1904..... Beginning of Christmas Holidays.

January 1, 1905..... End of Christmas Holidays.

January 13, 1905..... Intermediate Law Commencement.

January 21, 1905..... Close of First Term.

January 24, 1905..... Beginning of Second Term.

May 9, 1905..... Theological Commencement.

May 28, 1905..... Baccalaureate Day.

June 1, 1905..... Commencement Day.

Entrance Examinations.

September 5, 1904, 9-12 A.M. Mathematics.

September 5, 1904, 2-5 P.M. English and History.

September 6, 1904, 8-10 A.M. Modern Language.

September 6, 1904, 10-12 A.M. Latin.

September 6, 1904, 2-4 P.M. Greek.

September 7, 1904, 2-4 P.M. Elementary Science.

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EDWARD E. BEARD, Esq.

JUDGE BENJAMIN J. TARVER.

R. P. McCLAIN, Esq.

HON. W. R. SHAVER.*

JOHN A. LESTER.

HUGH W. McDONNOLD, UNIVERSITY TREASURER.

REV. GEORGE W. MARTIN, ENDOWMENT AGENT.

Board of Visitors to Theological Seminary.

(Elected by the General Assembly.)

REV. T. A. WIGGINTON, Evansville, Ind.

[Term expires in May, 1904.]

REV. W. B. WITHERSPOON, Gadsden, Ala.

[Term expires in May, 1905.]

RULING ELDER W. E. SETTLE, Frankfort, Ky.

[Term expires in May, 1906.]

* Deceased.

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L. L. RICE.

Registrar.

P. M. SIMMS.

University Lyceum.

Appreciating the educational and other advantages of the highest grade lyceum courses, the University authorities organized the University Lyceum. The first course consisted of nine numbers given by some of the best artists of the American platform.

University Lyceum Course, 1903-4.

CHARLES D. KELLOGG, "The Bird Man"—Illustrated lecture on bird nature. October 13.

MISS KATHARINE EGGLESTON, Monologue—"When Knighthood was in Flower." November 26.

PROF. CHAS. LANE, Humorist—"Talks and Talkers." December 14.

ALBERT ARMSTONG, of Boston—Picture play of "The Little Minister." January 23.

THE LULU TYLER GATES COMPANY—Concert. February 25.

DR. JOHN P. D. JOHN, Lecturer—"The Worth of a Man." March 2.

EDWARD P. ELLIOTT, Monologue—"David Harum." March 11.

DR. GEO. WAVERLY BRIGGS, Lecturer—"The American Girl." March 29.

ROGERS-GRILLEY, Recital. April 4.

University Lecturers.

IRA LANDRITH, LL.D.,
General Secretary Religious Education Association, Chicago, Ill.

REV. H. C. BIRD,
Pastor First Cumberland Presbyterian Church, Uniontown, Pa.

JUDGE JOHN M. GAUT,
Nashville, Tenn.

W. M. MORRISON, D.D.,
Southern Presbyterian Missionary to Africa.

D. L. COLVIN,
President Inter-Collegiate Prohibition League.

REV. EARL D. SIMMS,
State Missionary of the Baptist Church in Tennessee.

REV. A. W. LAMAR,
Baptist Minister, Nashville, Tenn.

REV. E. E. INGRAM,
Pastor First Cumberland Presbyterian Church, Nashville, Tenn.

REV. W. M. ANDERSON,
Pastor First Presbyterian Church, Nashville, Tenn.

WILLIAM R. WEBB,
Principal Webb School, Bellbuckle, Tenn.

H. M. HAMILL, D.D.,
Superintendent of Sunday School Work, M. E. Church, South.

REV. JOHN A. MCKAMY,
Editor of Sunday School Periodicals, Cumberland Presbyterian Church.

J. LANSING BURROWS, D.D.,
Pastor First Baptist Church, Nashville, Tenn.

University Faculty.

DAVID EARL MITCHELL, A.B.,
President.

NATHAN GREEN, LL.D.,
Dean of Law School and Professor of Law.

ANDREW H. BUCHANAN, LL.D.,
Dean of College Faculty, Professor of Mathematics and Civil Engineering.

WILLIAM D. McLAUGHLIN, A.M., PH.D.,
Professor of Latin and Greek.

ROBERT VERRELL FOSTER, D.D.,
Professor of Systematic Theology.

EDWARD E. WEIR, A.M., PH.D.,
Professor of Philosophy.

ANDREW BENNETT MARTIN, LL.D.,
Professor of Law.

CLAIBORNE H. BELL, D.D.,
Professor of Missions and Apologetics.

WINSTEAD PAINE BONE, A.M.,
Professor of New Testament Greek and Interpretation.

LABAN LACY RICE, PH.D.,
Professor of English Language and Literature.

JOHN VANT STEPHENS, D.D.,
Professor of Ecclesiastical History.

FINIS KING FARR, B.D.,
Professor of Hebrew and Old Testament Interpretation.

JAMES SMARTT WATERHOUSE, A.M.,
Professor of Chemistry and Natural Science.

University Faculty—Continued.

CLARA EARLE, A.M.,
Professor of Modern Languages.

JAMES ROBERT HENRY, B.D.,
Dean of Theological School, Professor of Practical Theology.

FRANK JAY STOWE, O.M.,
Dean of the School of Oratory, Professor of History.

CHARLES H. KIMBROUGH, A.B.,
Assistant Professor of English.

ROBERT GAMALIEL PEARSON, D.D.,
Professor of English, Bible and Evangelistic Methods.

JUDGE W. C. CALDWELL, B.S., LL.B.,
Professor of Law.

EUGENE FEUCHTINGER, A.M.,
Director of Conservatory of Music.

CORDELIA KENT,
Piano, Harmony.

EDNA BEARD,
Violin.

ANNETTE HAYDON, B.M.,
Assistant in Conservatory of Music.

LUCY SHANNON, B.M.,
Assistant in Voice Culture.

MARY GRISSOM, A.B., B.M.,
Assistant in Conservatory of Music.

P. MARION SIMMS, A.B., B.D.,
Registrar.

Cumberland University,

Lebanon, Tennessee.

General Statement.

History.



THE history of higher education in the Cumberland Presbyterian Church begins with the year 1826, when Cumberland College was established at Princeton, Ky. From the beginning the College was seriously embarrassed by a small debt and a too meager income; and so year by year the situation grew worse, as the burden resting on the General Assembly grew heavier. Finally, in 1842, after fruitless efforts to lift the debt and endow the College, the General Assembly "appointed a committee to select a suitable location for the establishment of a new institution." After investigation, the committee decided on Lebanon, Tenn.—the citizens of which agreed to erect a building at a cost of \$10,000—and, accordingly, in September, 1842, Cumberland University entered upon its history.

The University was first chartered December 30, 1843, and the charter was amended at various times thereafter. The Board of Trustees is local and self-perpetuating. The election of new members, however, must be confirmed by the General Assembly of the Cumberland Presbyterian Church.

The Law School was opened in 1847. Its growth from the start was remarkable, and in 1856 it was considered

the second in size among the law schools of the country. By the concurrent action of the General Assembly and the Board of Trustees the Theological School was established in 1852.

When the Civil War began, the value of buildings and apparatus belonging to the University was rated at \$50,000, and the endowment at \$100,000. Moreover, the University was in a most prosperous condition, the number of students in 1858—the most successful year—being four hundred and eighty-one. During the war the University suffered a fate like that of many another Southern school. The buildings were burned, the apparatus and library were destroyed, the endowment was rendered worthless, and many of the trustees and friends lost all hope of reorganization. Notwithstanding all this, a few faithful ones determined to attempt the seemingly impossible, and in January, 1866, the University was reopened without buildings, endowment or apparatus. Since the “resurgence from ashes” the University has had a steady growth. Its buildings are large and commodious, its libraries, general and departmental, number twenty thousand volumes, its apparatus is valued at many thousands of dollars, and its influence reaches far and wide through the Union.

Departments.

The departments of the University as at present organized are as follows:

1. The School of Liberal Arts with
 - a. Undergraduate Courses.
 - b. Graduate Courses.
2. The Law School.
3. The Engineering School.
4. The Theological School.

5. The School of Oratory.
6. The Conservatory of Music.

Each of these departments has a separate faculty, organization and management, but all are under the direction of one Board of Trustees and one President.

Buildings.

The University building is occupied by the Literary, Engineering, and Theological Schools. It is a large structure, three stories high, and is situated on a beautiful elevation in the center of a campus of some forty-five acres. It contains more than fifty rooms, specially designed and adapted for college and university work. The University chapel, which occupies the rear portion, has just been finished in the most elegant style. There is perhaps no other college chapel in the South so richly and handsomely adorned.

Caruthers Hall, situated on West Main street, contains the law lecture rooms, two society halls, the University library and the large auditorium for the general meetings of the students and for University exercises.

Divinity Hall, situated farther out on West Main street, and once the home of the Theological Department, has been thoroughly renovated, and is now used as a dormitory and refectory. Board may be had here for ministerial students at \$9 per month; others \$10. This includes room rent.

The New Dormitory.

A magnificent new dormitory has been erected on the campus near the main entrance. The building is 156x50 feet, four stories high, with seventy-five rooms arranged in single apartments and in suites of two and three rooms. It has been constructed of pressed brick and stone, finished in

hardwoods, and supplied with every modern convenience—steam heating, electricity, baths and closets on each floor, and elevator.

The dining room and kitchen occupy the fourth floor. The cost of board per month will be \$10. Room rent will be from \$3 to \$5, according to room. Students boarding here will furnish their own toilet articles, four single sheets for bed 3x6 feet, one pillow, two pillow cases, two comforts, or one comfort and a pair of blankets if preferred.

A damage fee of \$3 will be deposited by each boarder. This fee will be returned to boarder if no damage is done to his room; if any damage is done, only so much of the fee will be retained as will cover cost of repairs. Boarders will have all the privileges of the building.

The Law Library.

The fifteen thousand volumes composing the old University library, which for many years has occupied a large room in Caruthers Hall, have been distributed among the various departmental libraries. The famous "Murdock" collection of books and pamphlets valued at many thousands of dollars, has gone to its permanent quarters in the new annex to the Theological library, while the many volumes in law, history, politics, etc., have for the most part been retained to form the nucleus of a new Law library, which has recently been opened. The room formerly occupied by the University library has been renovated and arranged to suit the purposes of the Law Department. This recently established library has some three thousand or more volumes, and this number will be increased from year to year. It is very conveniently located with reference to the members of the Law Department, being in the same building.

The Mitchell Library.

This library was the gift of Mr. David E. Mitchell (now President of the University), while still an undergraduate. It occupies a large and well lighted room on the ground floor of the University building, and thus is within easy reach of the literary students. It is handsomely equipped with sectional book cases, elegant tables, a cabinet mantel, etc., and at present contains some two thousand one hundred volumes. Since it was opened more than three years ago it has proved of the utmost service to the students, and, in fact, may be said to form the most useful and needed equipment the college department has recently acquired.

Hale Reference Library.

This library was established for the exclusive use of the Theological Department through the liberality of Mrs. E. J. Hale, of Morristown, Tenn., in memory of her husband, Dr. E. B. Hale. It occupies a room on the second floor of the new building; is handsomely furnished, and contains about one thousand one hundred volumes. The annex to the Hale library comprises several thousand volumes formerly deposited in the general library, and among them the valuable "Murdock" collection.

Gifts to the Libraries.

The following books and periodicals have been received, a large part gratis, by the various departmental libraries since the publication of the last catalogue: Four hundred and thirty-five volumes from the United States Government printing office, dealing with a great variety of subjects.

Tarkington's, "The Two Van Revels."

Doyle's, "Hound of the Baskervilles."

Doyle's, "The Adventures of Gerard."

Morrison's, "A Hole in the Wall."

The Christian Observer, Louisville, Ky. (Two copies.)

The Christian Evangelist, St. Louis, Mo. (Two copies.)

Religious Telescope, Dayton, Ohio.

The Christian Advocate, Nashville, Tenn. (Two copies.)

The Lutheran Observer, Lankerton, Pa.

The Outlook, New York. (Two copies.)

The Independent, New York.

The Literary Digest, New York. (Two copies.)

Review of Reviews.

Success. (Two copies.)

Harper's Magazine.

Harper's Weekly.

The Century.

World's Work.

Collier's Weekly.

Everybody's Magazine.

American Law Review.

Albany Law Review.

Congressional Record.

Saturday Evening Post.

The Nashville Banner. (Daily, two copies.)

The Gospel Advocate, Nashville, Tenn. (Two copies.)

The Methodist Review, Nashville, Tenn. (Two copies.)

The Reformed Church Review, Lancaster, Pa.

The Cumberland Presbyterian, Nashville, Tenn. (Two copies.)

The Texas Church Helper, Ft. Worth, Texas.

Sunday School Work, Nashville, Tenn.

The Philippine Review, New York.

The Emerson College Magazine, Boston, Mass.

The American Economist, New York.
The Advocate of Peace, Philadelphia, Pa.
Sunset; A Magazine of the Border, San Francisco, Cal.
Philadelphia Presbyterian.
Presbyterian Banner. (Two copies.)
The Nation.
The American Messenger, New York.
New York Advocate.
Missionary Review.
Homiletic Review.
Bibliotheca Sacra.
Princeton Review.
Bible Student.
Church Economist.
Record of Christian Work.
American Journal of Theology.
Biblical World.
The Interior.
The Edinburgh Expository Times.
The London Expositor.
The London Critical Review.
Presbyterian Quarterly.
The Herald and Presbyterian.
The Presbyterian.
The Presbyterian Journal.
The Presbyterian Standard.
New York American. (Sunday edition.)
New York Tribune. (Sunday edition.)
Cincinnati Inquirer. (Sunday edition.)
Louisville Courier-Journal. (Sunday edition.)
Atlanta Constitution. (Sunday edition.)
St. Louis Republican. (Sunday edition.)

Nashville American. (Daily.)

Nashville Daily News. (Daily.)

Chattanooga News. (Daily.)

The Birmingham News. (Daily.)

The Commercial Appeal. (Daily.)

The Journal-Tribune. (Daily.)

Atlanta Journal. (Daily.)

Chemical Laboratory.

The Chemical Department has at its command a number of rooms in the University building. In addition to the general lecture room there are laboratories for general and analytic work, well equipped with desks, furnished with gas and water, and apparatus for students ample for the courses offered. The stock of chemicals is representative, containing all the common compounds for experimental work, and many rare and curious substances. The laboratories are being better equipped each year, water and gas being the latest additions.

Museum of Natural History.

The museum of natural history, though hampered for lack of room, embraces an excellent collection which would make a very creditable showing in more commodious quarters. There are several hundred fossils and casts of notable fossils, a working set of minerals, a fine collection of rocks furnished by the government, a goodly number of alcoholic specimens, and a very valuable collection of five hundred species of Japanese shells, including many duplicates. It is the desire of the curator of this department to make the collection as large and representative as possible; accordingly, friends of the University will confer a great favor by send-

ing to the Professor of Natural Science any specimens they may secure.

Physical Laboratory.

The Department of Physics has at its command a suite of rooms on the first floor of the University building. While not handsomely provided for as yet, this department has apparatus worth many hundreds of dollars, and is adding to its stock each year.

Gifts or bequests to the department will be gratefully received.

Astronomical Observatory.

The University has no astronomical observatory, though it possesses a good reflecting telescope, a very fine transit, and some other instruments of minor importance used by the classes in astronomy. It is earnestly hoped that some friend or alumnus will supply the means necessary to the erection of a small observatory—an addition greatly needed.

Nisbet Biological Laboratory.

This recently established laboratory is the gift of a former student of Cumberland, Mr. Frank Watkins Nisbet, a very successful young business man of St. Louis, Mo. It was founded in memory of his father and mother, Mr. and Mrs. Watkins F. Nisbet, formerly of Evansville, Ind., for many years prominent members of the First Cumberland Presbyterian Church of that city. The laboratory is equipped with the best microscopes made, provided with all suitable eye pieces and objectives, mountings of various kinds, tables, chairs, and, in fact, all other necessary paraphernalia. Mr. Nisbet's generous gift has made possible for the students methods of work and research not open to them heretofore.

Discipline.

The University lays upon the student two general requirements. The first is embraced in the motto, "*Semper praesens, semper paratus.*" Continued absence from class and neglect of lessons are offenses for which the student may be admonished or suspended.

The second requirement is that he shall deport himself as a good citizen and a gentleman. In definition of this requirement, the Trustees, by special action, have declared the following as special offenses for which the student may be indefinitely suspended: "Intoxication, gambling, visiting drinking and gambling houses, acting riotously on the streets, and disturbing, by unseemly conduct, religious, literary or educational meetings of citizens or students."

Chapel Service.

In the interest of the college students a brief chapel service is conducted each day by some member of the Faculty. At these services the simple truths of Christianity are stressed, the formation of right habits insisted on, the temptations peculiar to college men pointed out, and the worth of manly character emphasized. While attendance on chapel service is not compulsory, the members of the Faculty strive to secure regular attendance on the part of all students.

Churches.

There are four churches in Lebanon, representing as many denominations, that hold regular weekly services. All students are urged by the Faculty to attend faithfully the services held in the church of their choice.

Young Men's Christian Association.

The members of the Faculty take pleasure in commending the good work done by the College Young Men's Christian Association, which for many years has held before the student body the standard of Christian manliness. Cumberland University has the honor of having organized one of the first college associations in the United States. This association, especially since its reorganization after the war, has been one of the strong religious forces of the University.

Societies.

Connected with the University are three literary societies.

THE PHILOMATHEAN SOCIETY.—This society was organized in 1854. Motto: "*Nihil Sine Labore.*"

THE HEURETHELIAN.—This society was organized in 1854. Motto: "*Γνωθι τὸν Θεόν. Γνωθι σεαυτόν.*"

THE CARUTHERS SOCIETY.—This society was organized in 1890. Motto: "*Esse Quam Videri Malim.*"

These societies all have commodious and well furnished halls, and hold their meetings every Saturday evening during the scholastic year. They also give public exhibitions from time to time in Caruthers Hall.

Athletics.

Believing that athletics is an essential feature of college and university life, the members of the Faculty co-operate with the student body in the effort to promote a healthy athletic spirit, and to maintain the standing of the University in the annual inter-collegiate contests. The Athletic Association, which is under Faculty direction, has the oversight of all local and inter-collegiate baseball and football games, field sports, etc. Professionalism is entirely ex-

cluded, and no student is permitted to take part in any public contest who is conditioned in his studies. During the winter months basketball is among the favorite means of indoor recreation, while regular gymnastic training is given to all students who care for it.

The Oratorical Association.

The University holds active membership in the Inter-Collegiate Oratorical Association of Tennessee, an organization of four years' standing, and one that during its brief history has been effective in raising the standard of oratory in the several colleges represented. Once during these four years Cumberland's representative was honored by receiving first place in the contest.

The Cumberland Weekly.

An important agency connected with the work of the University is *The Cumberland Weekly*, a periodical controlled and edited by the students of the University, subject to the Faculty's direction. It serves as the University mirror, reflecting all matters of interest relating to athletics, literary societies, the Young Men's Christian Association, and the various departments of the institution, which by its influence have been brought into close fellowship.

The Phoenix.

The students of the University publish every spring a handsome annual called *The Phoenix*. It is a large volume beautifully illustrated and bound, containing half-tones of all student organizations and members of the Faculty, in addition to reading matter of a humorous and serious cast. *The Phoenix* is a source of pleasure and pride to all who

are in any way connected with the University. *The Phoenix* for the current year contains nearly three hundred pages, and is said by the publishers to be one of the handsomest college annuals ever published in the South.

Boarding.

The cost of board per week ranges from \$2.25 to \$3.75. This includes room rent, fuel and lights. Many of the best homes in Lebanon are open to student boarders, who thus are brought directly under the moral and refining influences of Lebanon society. Divinity Hall, which has been very successfully operated for several years, has reduced the cost per month to about \$8. The cost of living in the new dormitory on the campus will vary from \$13 to about \$15 per month, depending on the size and location of rooms.

Degrees.

At least one year of resident study is necessary for the acquirement of a degree, and the candidate must be present on Commencement Day. The diploma fee of \$5 must be deposited with the Treasurer at the beginning of the student's last term. If for any cause the degree is not conferred, this fee will be refunded.

The degrees conferred by the University are as follows :

- | | |
|----------------------|--|
| 1. COLLEGIATE..... | { Bachelor of Arts, A. B.
Bachelor of Science, B.S.
Bachelor of Oratory, B.O. |
| 2. UNIVERSITY..... | { Master of Arts, A.M.
Doctor of Philosophy, Ph.D. |
| 3. PROFESSIONAL..... | { Bachelor of Laws, LL.B.
Bachelor of Divinity, B.D.
Civil Engineer, C.E.
Bachelor of Music, B.M. |

Fees.

All term fees must be paid in advance. No one will be recognized as a student until his matriculation certificate has been signed by the Dean of the Faculty to which he recites. In exceptional cases only shall students be permitted to have any part of their fees refunded. In cases of protracted sickness or providential occurrences requiring long absences, it is customary to give the student credit on his fees for another term by such an amount as may be deemed proper; and if he cannot return, he may transfer his right to another.

For amount of fees and expenses, see under different schools.

Saloons.

By enactment of the State Legislature, followed by local legislation, all saloons in the town of Lebanon were closed on June 1, 1901. The injury which the University has suffered, directly and indirectly, by the presence of saloons in Lebanon, is incalculable; and though the moral sentiment of the community has always been overwhelmingly opposed to this evil, and though frequent efforts have been made to get rid of it, all results hitherto have been failures. With the passing of the saloon, the greatest source of temptation open to students was removed; and parents who wish to send their boys where the dangers of college life are least, should not fail to consider this point with care.

School of Liberal Arts.

Established in 1842.

Faculty.

DAVID E. MITCHELL,
President.

ANDREW H. BUCHANAN, DEAN,
Mathematics, Physics, Astronomy.

WILLIAM D. McLAUGHLIN,
Ancient Languages.

EDWARD E. WEIR,
Philosophy.

LABAN LACY RICE,
English.

JAMES S. WATERHOUSE,
Chemistry and Biology.

CLARA EARLE,
Modern Languages.

F. J. STOWE,
Oratory and History.

C. H. KIMBROUGH,
Assistant Professor of English.

General Statement.

Departments of Instruction.

The work in this department of the University is divided into collegiate, or undergraduate instruction, and University, or graduate instruction.

Several undergraduate courses of study are provided, leading to the degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Oratory. These offer a liberal education in Ancient and Modern Languages, History, Mathematics, Science, Oratory, and Philosophy.

Two graduate courses are offered, one leading to the degree of Master of Arts, and the other to the degree of Doctor of Philosophy.

Requirements for Admission.

The courses of study that lead to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Oratory require proficiency in the preparatory studies that lead to each course. The list of these studies together with a list of textbooks recommended by the Faculty will be found on a subsequent page. The following changes in the requirements for admission will be in force, beginning in June, 1903: One year's work in modern language will be required of all students who enter without Greek. For the present, the student who enters deficient in this requirement must give three years of study to that language, instead of two as required of students who enter not conditioned. In mathematics, the requirement has been raised to include all of solid geometry. It is expected that students will conform literally to the requirements for admission in mathematics, and in other studies as far as possible. In Latin fifty pages of Cornelius Nepos may be substituted for two books of Caesar, and two thousand lines of Ovid for two books of Virgil. In Greek, two books of the Anabasis may be replaced by an equivalent amount of the Cyropoedia, and at least one book of the Iliad by an equal number of lines from the Odyssey. Where the circumstances justify, simi-

lar substitutions may be made in History, English, and Science.

Methods of Admission.

1. *By Examination.*—The regular examinations for admission to the Freshman class are held each year in June and September. For students who desire to be examined elsewhere, and at a different time, satisfactory arrangements can be made. In such cases a small fee will be charged. See elsewhere calendar for details as to time and place.

Written examinations will be held in the following subjects: English, Mathematics, Latin, Greek, French or German, History, and Science.

No student will be admitted to standing in the University whose examination paper shows a marked deficiency in English composition, spelling, and punctuation.

2. *By Certificate.*—In lieu of written examinations certificates from certain training schools whose work has been approved by the Examining Board will be received. In the section of country directly contributory to the University there are some fifteen or more training schools of excellent grade, certificates from the principals of which will admit students to regular standing without written examinations. Castle Heights School, of Lebanon, Tenn., is the local preparatory school of the University. Students from accredited training schools who try for admission to the Sophomore class must be prepared to stand a written examination on the work of the Freshman year.

It is suggested that students who wish to enter by certificate make application to the Registrar through their respective principals as early as possible. Blank forms may be had on application.

Requirements for Admission to Special Courses.

While the several courses of undergraduate study in the University are designed primarily to lead to some degree, to certain students the privilege will be accorded of pursuing some of these courses without the expectation of receiving a degree. Such special students are subject to the regulations of the University as to scholarship, examinations, attendance, deportment, etc., and are required to take at least fifteen hours of class room work a week. No student under the age of sixteen will be permitted to matriculate as a special student. When requested, certificates of work done will be furnished to special students.

Requirements for Admission to Advanced Standing.

Candidates for admission to advanced classes coming from institutions of collegiate rank will in every case receive full credit for work done elsewhere by forwarding with their request a certificate of class standing from the dean of the college in question. If the certificate presented seems in the opinion of the Faculty to indicate poor scholarship the candidate will be required to stand an examination in the studies in which the deficiency is noted.

Entrance Requirements by Subjects.

I. ENGLISH.

The preparation for admission to the English work should include a thorough training in grammar and English composition. The student should possess a good knowledge of spelling, punctuation, capitalization, and should have mastered the contents of the books listed below. In addition, a reasonable amount of collateral reading of English authors

in poetry and prose should have been done. The examination is designed to test the candidate's appreciation of the literature studied, and further, to test his ability to express his thoughts in simple, idiomatic English. No student will be granted standing whose written work indicates lack of familiarity with the spirit and contents of the books in the required list, and shows defective spelling, punctuation, grammar, etc. It is suggested that the candidate present as a further evidence of his preparatory work the exercise book used in composition. The examination will consist of four parts:

1. The correction of sentences illustrating common grammatical and rhetorical blunders. For samples, see the examination papers in Appendix.

2. The answering of questions dealing with the contents of the books in the required list. The student should be able to make analyses of the thought, to relate the main incidents, to describe the most interesting situations in the various books, and to supply ordinary biographical details.

The list of books for 1904 includes the following: Shakespeare's *Merchant of Venice* and *Julius Caesar*; *The Sir Roger de Coverley Papers*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*. The following are for special study and practice: Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Macaulay's *Milton* and *Addison*; and Burke's *Conciliation with the Colonies*.

3. The writing of brief essays and character sketches based on the contents of the volumes in the list.

4. The answering of simple esthetic questions dealing

with the broad differences between some of the books, and the most prominent literary characteristics.

II. MATHEMATICS.

He should be able to perform promptly and rapidly all the ordinary arithmetical and algebraic operations. He should be familiar with the short methods in arithmetic, should deal readily with integral, fractional and negative exponents, and should be able to use logarithmic tables. He should also have completed plane and solid geometry, algebra through quadratic equations, and be familiar with the metric system of weights and measures. For specimen examination paper in Mathematics, see Appendix.

III. SCIENCE.

Candidates should have a fair knowledge of geography and physiography, elementary physics, human anatomy, physiology, and hygiene. For specimen examination in science, see the Appendix.

IV. LATIN.

1. Caesar's Gallic War (four books). In place of books three and four about fifty pages of Cornelius Nepos may be substituted. The passages selected for translation will be accompanied by questions dealing with the subject-matter, constructions, etc.

2. Cicero's Orations against Catiline, The Citizenship of Archias, and one other oration left to the choice of instructor. The passages selected for translation, accompanied by the usual questions of forms, constructions, etc.

3. Virgil's Aeneid (six books). In place of two books of the Aeneid, two thousand lines of Ovid may be offered.

In addition to the usual questions accompanying the selections for translation there will be questions on prosody.

4. Translation at sight of simple prose from *Viri Romae*, Caesar, and Cornelius Nepos.

5. Prose composition based on Caesar, Nepos, and Cicero. See Appendix for specimen examination paper.

V. GREEK.

1. Xenophon's *Anabasis* (four books). Two books of the *Anabasis* may be replaced by an equivalent amount from the *Cyropoedia*. The selections for translation will be accompanied by questions dealing with forms, constructions, and accent.

2. Homer's *Iliad* (three books). For one book of the *Iliad* an equivalent amount of the *Odyssey* may be substituted.

3. Prose composition, based on the first three books of the *Anabasis*. Students are urged to study accent diligently. See Appendix for specimen examination paper.

VI. MODERN LANGUAGE.

The examination in French or German will call for familiarity with the various forms and inflections of noun, adjective, verb, etc., the possession of a fair vocabulary of the simpler words, the acquaintance with the ordinary rules of syntax, and the ability to read at sight with the aid of a vocabulary of the more difficult words. Careful attention should be given to pronunciation. See Appendix for specimen examination paper.

Text-Books for Admission.

For the benefit of those who may not be acquainted with the best books in the various studies that prepare for college

work, the following list is recommended by the Examining Board. The list is not intended to include every worthy book published, though students and preparatory teachers may feel safe in using the volumes commended.

1. ENGLISH:

(a) Grammar—Allen's School Grammar, Longman's English Grammar, McEwan's Essentials of the English Sentence, Kimball's English Sentence, Lewis's Applied English Grammar.

(b) Rhetoric and Composition—Clark's Practical Rhetoric, Lockwood and Emerson's Composition and Rhetoric, Herrick and Damon's Composition and Rhetoric, Scott and Denny's Elementary English Composition.

(c) English and American Classics—For list of required works see under "Requirements for Admission" on a previous page. There are several good series of annotations of these works, among the number the "Pocket Classics" (Macmillan); the "Silver Series" (Silver, Burdett & Co.); "Lake English Classics" (Scott, Foresman & Co.); "Standard English Classics" (Ginn & Co.); and "English Classics" (Heath & Co., and Allyn & Bacon).

2. MATHEMATICS:

(a) Arithmetic—Any good High School Arithmetic.

(b) Algebra through Quadratics—Wentworth, Wells, or Milne's Academic Algebra.

(c) Geometry—Phillips and Fisher, Wentworth, or Wells.

3. SCIENCE:

(a) Geography—Longman's School Geography.

(b) Physical Geography—Davis, or Tarr, or Gilbert and Brigham.

(c) Physics—Gage or Carhart.

(d) Physiology — Martin's Human Body, briefer course; Blaisdell's Practical Physiology, Colton's Physiology.

4. LANGUAGE:

(a) Latin—Collar and Daniell's First Year Latin; Smiley and Storke's Beginner's Latin Book; Churchill and Sanford's, or D'Ooge's Viri Romae; Allen and Greenough's Ovid; Robert's Cornelius Nepos; Allen and Greenough's, or Bennett's, or Harkness' Grammar; Caesar, Kelsey, or Harkness and Forbes; Virgil, Knapp; Cicero, Allen and Greenough; Composition, Rigg's In Latinum, or Moulton and Collar.

(b) Greek—White's, or Gleason and Atherton's First Greek Book; Goodwin's Grammar; Xenophon's Anabasis, Goodman and White, or Harper and Wallace; Homer's Iliad, Seymour; Composition, Pearson.

(c) French—The Grammars of Fraser and Squair, Edgren, and Deborde. Muzzarelle's Brief French Course. The readers of Super, Rollin, and Kuhns. L'Abbe Constantin; and La Belle Nivernaise.

(d) German—The Grammars of Joynes-Meissner, and Thomas. The readers of Harris, Brandt, and Joynes-Meissner. Marchen und Erzählungen; L'Arrabiata.

5. HISTORY:

Colby's Outlines of General History, Meyers' General History, Montgomery's, or Channing's, or Thomas's, or Larned's History of the United States; McLaughlin's History of the American Nation; Coman and Kendall's, or Larned's, or Gardiner's History of England.

Electives.

Science of Education may be elected in the Sophomore class, but the system of elective studies does not begin until the Junior year. On a subsequent page will be found a list of all studies required and elective, together with the number of hours a week devoted to recitation. All students are urged not to postpone any of the required work of the Freshman and Sophomore years until they attain the standing of Juniors or Seniors. This postponement is never rendered necessary for regular students by conflict in recitations, and is almost sure to prove disadvantageous to the student. Any student who, disregarding the suggestion of the Faculty, postpones any of his required work until the last two years of his course must count this an extra duty, to be performed in addition to the eighteen hours of work required of all students.

Examinations and Grading.

Besides the daily oral examination upon assigned portions of text two kinds of written examinations will be held. The first will be topical, and will be held at intervals of a few weeks, at the discretion of the professor, upon the completion of a topic or division of a subject. The second will be final, and will be held when the subject or book is completed. Students whose grade in any subject, including the daily recitation and final examination, is below seventy, one hundred being the maximum, will not pass in this subject; and those whose average grade for the year is below seventy will not be permitted to enter the next class, except as special students, not candidates for a degree. Students whose average grade during the Senior year is

less than seventy will not be graduated. Students may at any time submit to a second examination and reinstate themselves. Students leaving before the end of any term will be required to stand an examination upon the portion of the course which they have missed before they can enter their class again.

Honor Roll.

With the purpose of putting a premium on scholarship, and of making due public recognition thereof, the College Faculty has decreed the use, beginning with the fall term of 1903, of the following honor system:

Students of all the classes who by daily work and written examinations attain for the year the distinction of grade A ($97\frac{1}{2}$ per cent or above), will be rewarded by having their names and grades read publicly on Commencement Day, and then placed on the honor roll in the annual catalogue. Seniors attaining the distinction will be graduated *summa cum laude*.

Students of all the classes who by daily work and written examinations attain the distinction of grade B (95 to $97\frac{1}{2}$), will likewise be rewarded by having their names and grades read publicly on Commencement Day, and then placed on the honor roll in the annual catalogue. Seniors attaining the distinction will be graduated *magna cum laude*.

Students of all the classes who by daily work and written examinations attain for the year the distinction of grade C (90 to 95), will also be rewarded by having their names and grades read publicly on Commencement Day, and then placed on the honor roll in the annual catalogue. Seniors attaining the distinction will be graduated *cum laude*.

Absences.

A careful record of the attendance of all students will be kept. Absence from one-tenth of the recitations in any subject will debar the student from passing in that subject unless he shall privately make up these lessons. All this applies to those who enter late as well as those who are absent during the term or leave before the close. Absences not made up will lower the grade proportionately.

Co-Education.

Women are admitted to all of the college classes on the same footing with men. They must be prepared to stand the regular examinations for admittance, and, if desirous of taking special work not leading to a degree, must be old enough to pursue the course with profit.

Expenses Per Term of Twenty Weeks.

Tuition Fee for all students.....	\$25 00
Contingent Fee for all students.....	10 00
Diploma Fee for graduates.....	5 00
Examination and Diploma Fee for all graduate students ..	25 00
Boarding with private families (\$3.25 to \$3.75 per week)...	70 00
Boarding, Divinity Hall, about	45 00
Boarding, New Dormitory (\$3.25 to \$3.75 per week).....	70 00

Students working in any of the laboratories will pay fees ranging from \$2.50 to \$5.00 per term. These fees are to cover the cost of material and the destruction of apparatus.

It is thus seen that the total necessary expenses of Academic students, exclusive of books, clothing and washing, need not exceed \$100 per term of twenty weeks, and may be reduced to \$70 if the student boards in a club.

Students entering within four weeks of the opening are charged for the full term.

Students who enter late and are examined on the work already done by the class will pay full fees.

Candidates for the ministry and children of active ministers are exempt from tuition, but are required to pay all other fees. If candidates shall ever voluntarily abandon the ministry, or shall not connect themselves with some department of church work, they will be required to remit to the Treasurer the full amount of tuition fees, according to regular charges.

Courses of Instruction.

The following is a detailed statement of the courses of instruction offered to the students of the university:

English Bible.

A careful study of the history and literature of the English Bible is essential to the scholar. The Bible, more than any other literature, has influenced the trend of civilization in all ages; it has ever been the inspiration of writers, scientists, philosophers, statesmen, and all others whose lives and works have helped mankind Godward. The Bible contains not only the key to all philosophy of history, but therein may be found the life-ideals which lead to true worth in manhood and womanhood. The purpose of this study is to familiarize the student with the history of the Jewish people, and with the rise and establishment of Christianity; also to open to him the rich literature of the Scriptures, and its broad fields of thought and philosophy.

Free use will be made of the library, lectures will be given the classes from time to time, and theses will be required from each student. Courses 1 and 2 are designed more

especially for Freshmen; the other courses for advanced students.

1. Old Testament History. First term, one-quarter, 2 hours.

2. New Testament History. Second term, one-quarter, 2 hours.

3. Literary Study of the Bible, Moulton. Second term, one-quarter, 2 hours.

4. Life of Christ. First term, 1 hour.

5. Life and Teachings of Paul. Second term, 1 hour.

Oratory.

Instruction in this department aims to develop in the student the power to think while before an audience, to teach him to control his faculties, to use his knowledge at any time and under all circumstances. This work will be both theoretical and practical, and directed, so far as possible, to the individual needs of the student.

Two hours per week for two years will be required for the Bachelor of Arts or the Bachelor of Science degree.

1. Principles of Oratory. Required of Juniors. Two terms, 1 hour.

2. Voice and Physical Culture. Required of Juniors. Two terms, 1 hour.

3. Extemporaneous Oratory. Required of Seniors. One term, 2 hours.

4. Forensic Oratory. Required of Seniors. One term, 2 hours.

History.

The student will be required to pass a written examination on the leading facts and principles of American, English and general European history before he can enter this

course. It is the object of this course to bring before the student's mind a vivid picture of the main events of history, and to imbue his mind with the spirit of the times which he studies; to trace the relation of cause and effect in the rise and fall of nations, and in the progress of civilization. Students will be expected to make free use of the library, and themes will be assigned on various historical questions. Courses 1 and 2 are required of all Freshmen. Courses 3-6 are electives.

1. History of Greece from the earliest times to the Roman Conquest. One term, 2 hours.
2. History of Rome from the founding of the city to the downfall of the Empire. One term, 2 hours.
3. Advanced English History. Second term, 2 hours.
4. Advanced American History. One term, 2 hours.
5. Mediaeval and Modern European History. One term, 2 hours.
6. Democracy: A Study of American Institutions. Two terms, 2 hours.

Rhetoric and Composition.

The instruction in this department is both theoretical and practical. During the first, and a portion of the second, term of the Freshman year students are required to furnish weekly compositions, which, after a careful examination by the instructor, are frankly criticised by him in the presence of the class. The second year's work embraces advanced composition and a special study of the Forms of Discourse.

1. Practical Exercises in English. Supplementary to the theoretical study of rhetoric during the first term of the Freshman year. Recitations at the discretion of instructor.

2. Theme Writing. This course is designed to train the student to tell in a natural, straightforward manner what he knows, and to describe clearly and vividly what he sees. Two terms, 1 hour.

3. Rhetoric. An examination of the laws of paragraph structure, followed by a study of figurative language. First term, 2 hours.

4. Rhetoric continued. A study of Narration, Description, Exposition, and Argumentation. Courses 1, 2, and 3. prerequisite. Second term, 2 hours.

5. Critiques. This course is designed to supplement the elective courses in Junior and Senior literature. The nature of the work varies with the subject and the pupil. All of the foregoing courses are prerequisite.

English and American Literature.

It is the aim of the first courses in English and American literature to give the student a general view of the subject. Then follows a more detailed study of authors and their works, stress being laid not on philological and antiquarian matters, but on appreciative literary interpretation. Advanced students are required to do daily collateral reading in the library, to submit theses from time to time, and to make frequent written criticisms on men and books.

1. From Beowulf to Dryden. A general survey of English literature to the time of the Restoration. Special emphasis laid on Beowulf, and the writings of Cynewulf, Chaucer, Marlowe, Shakespeare, Jonson, and Milton. Open to students who have completed the courses in Freshman Rhetoric and Composition. First term, 4 hours.

2. From Dryden to Kipling. General survey continued. Selections from all the more prominent writers in prose and

poetry read and criticised. Emphasis laid on the writings of Addison, Burns, Wordsworth, DeQuincey, Macaulay, and Tennyson. Prerequisite same as that of Course 1. Second term, 4 hours.

3. American Literature. A general survey from the sixteenth century to the Transcendental movement. Prominence given to the works of Franklin, Irving, Cooper, and the balladists of the American Revolution. Open only to those who have taken Courses 1 and 2. First term, 3 hours.

4. American Literature. From the Transcendental movement to the present time. General survey continued. Prominence given to the writings of Poe, Longfellow, Lowell, Holmes, Lanier, Thoreau, and Whitman. Open only to those who have completed Courses 1, 2, 3, and 4. Second term, 3 hours.

5. Anglo-Saxon. Beginner's Course, based on the study of Cook's First Book in Old English. Reading of simple prose. Generally taken in Junior year. First term, 2 hours.

6. Anglo-Saxon. Reading of selections from the poets Caedmon and Cynewulf. Also selections from Beowulf. Course 5 a prerequisite. Second term, 2 hours.

7. Anglo-Saxon—Advanced Course. Selections in prose and poetry, together with sight reading. (Not offered in 1904-05.)

8. The Greater Elizabethan Dramatists. Studies in Shakespeare, Jonson, Beaumont, Fletcher, and Webster. Open only to those who have taken Courses 1, 2, 3, and 4. First term, 3 hours.

9. Victorian Literature. Studies in Carlyle, Macaulay, Tennyson, Browning, Rossetti, Morris, Matthew Arnold, and Kipling. Open only to those who have taken Courses 1, 2, 3, 4, 7, and 8. Second term, 3 hours.

Mathematics.

1. Algebra. The progressions; binomial theorem; indeterminate co-efficients; indeterminate equations; determinants; theory of equations. First term, 3 hours.

2. Plane and Spherical Trigonometry. Trigonometric functions as ratios, not as lines; angular analysis; and solutions of triangles. First term, 2 hours.

3. Land Surveying and Leveling. Second term, 2 hours.

4. Elementary Analytic Geometry. Second term, 3 hours.

5. Higher Algebra. Hall and Knight. First term, 2 hours.

6. Elementary Differential and Integral Calculus. Development of functions; evaluation of indeterminate forms; theory of logarithms; maxima and minima; tangents; normals; and asymptotes. Elective course for Juniors. Two terms, 3 hours.

7. Conic Sections, Salmon. Elective course for Juniors. Second term, 2 hours.

8. Geodetic Surveying. Measurement of Base-lines; figure adjustments; least squares; and geodetic astronomy. Course 6 a prerequisite. First term, 3 hours.

9. Higher Differential and Integral Calculus. Course 6 a prerequisite. Two terms, 2 hours.

10. Solid Analytic Geometry. Course 4 a prerequisite. First term, 2 hours.

11. Differential Equations. Course 9 a prerequisite. First term, 2 hours.

12. Quaternions. Courses 6, 7, 9, and 10 prerequisites. This course is seldom elected by students. Second term, 2 hours.

Physics.

1. General Physics. Required of Sophomores. Mechanics of solids and fluids; Heat: thermo-dynamics, kinetic theory, etc.; Acoustics: wave motion and theory of music. First term, 4 hours.

2. General Physics. Continuation of Course 1. Magnetism and electricity: magnetic effects of currents; electro-dynamics; dynamos; motors, electric waves, etc. Light: refraction; reflection; polarization; optical instruments. Second term, 4 hours.

3. Advanced Physics. Elective course for Juniors and Seniors. Two terms, 2 hours.

Astronomy.

1. General Astronomy. Required of Seniors. Outlines of descriptive and theoretical astronomy. Two terms, 3 hours.

2. Advanced Astronomy, Theoretical and Practical. Elective course designed for those who have taken Course 1. Determination of time, latitude, longitude, and azimuth. Second term, 2 hours.

Latin.

1. Sallust, Livy, and prose composition. First term, 4 hours.

2. Sallust, Cicero's *De Senectute*, and prose composition. Second term, 4 hours.

3. Tacitus: *Annals*, and such collateral readings as the subjects suggest. Courses 1 and 2 prerequisite. First term, 3 hours.

4. Horace. Three books of the *Odes*, and selections from the *Satires* and *Epistles*. Courses 1, 2, and 3, prerequisite. Second term, 3 hours.

5. Cicero's *De Amicitia*, and prose composition. Courses 1 to 5, prerequisite. First term, 3 hours.

6. Selections from Lucretius, Catullus, Martial and Juvenal. Supplemented by a study of Latin literature. Courses 1 to 4, prerequisite. Second term, 3 hours.

7. Selections from Quintilian. Courses 1 to 6, prerequisite. First term, 3 hours.

8. The Comedies of Plautus and Terence. Courses 1 to 7, prerequisite. Second term, 3 hours.

9. Selections from Suetonius, Pliny the Younger, and Aulus Gellius. Not offered in 1904-05.

Greek.

1. Select Oration of Lysias, Plato's *Apology*, and prose composition. First term, 4 hours.

2. Xenophon's *Hellenica*, and Plato's *Crito*. Prose composition continued. Second term, 4 hours.

3. Selections from the history of Thucydides. Courses 1 and 2 prerequisite. First term, 3 hours.

4. The tragedies of Euripides: *Medea* and *Alcestis*. Courses 1, 2, and 3, prerequisite. Second term, 3 hours.

5. Demosthenes' *Oration on the Crown*. Courses 1, 2, 3, and 4, prerequisite. First term, 3 hours.

6. Sophocles: the *Oedipus Tyrannus*; History of Greek literature. Courses 1 to 5 inclusive, prerequisite. Second term, 3 hours.

7. Selections from the Lyric Poets. Courses 1 to 6 inclusive, prerequisite. First term, 3 hours.

8. Aeschylus' *Agamemnon*, and Isocrates' *Panegyricus*. Courses 1 to 7 inclusive, prerequisite. Second term, 3 hours.

French.

1. Grammar, Composition and Reading. Fraser and Squair's Grammar, Super's Reader; Halévy, L'Abbé Constantin; Augier, Le Gendre de M. Poirier. Two terms, 3 hours.

This course is designed for those students who, having entered college without French, wish to learn to read it with ease. It may also be counted as regular work by those students who present French as a minor.

2. Grammar and Composition continued. Literature of nineteenth century: Merimée, Colomba; Daudet, Lettres de Mon Moulin; Hugo, Quatrevingt-treize; selections from Gautier, Lamartine and de Musset; Modern French Lyrics. Two terms, 3 hours.

This course is open to those who have completed Course 1, or an equivalent.

3. French Drama of the seventeenth century: Corneille, Le Cid; Moliere, Les Femmes Savantes; Racine, Athalie. Selections from Pascal, Bossuet and La Rochefoucauld. French Literature of eighteenth century: Beaumarchais, Le Barbier de Seville; Voltaire, Zaire. Lectures and textual study of History of French Literature. Two terms, 3 hours.

4. A supplementary course in sight reading, for those who desire more practice in reading and conversation, will be given if desired. Two terms, 2 hours.

Open to those who have completed Course 1.

German.

1. Grammar, Composition and Reading. Joynes-Meissner Grammar; Märchen and Erzählungen, Part II; Storm,

Immense; Heyse, *L'Arrabiata*; *Die Schönsten Deutschen Lieder* (Wenckbach). Two terms, 3 hours.

This course is offered for those who do not present German for entrance, and may be counted regular work by those who present German as a minor.

2. Readings in Modern German Prose. Freytag; Rosegger; Scheffel; Heyse. First term, 3 hours.

3. Grammar and composition continued, Schiller's *Maria Stuart*, and selected poems, *History of German Literature*. Second term, 3 hours.

4. Lessing's *Minna von Barnhelm*, selections from other works of Lessing, Goethe, *Faust*, selections from his prose and poems. Composition continued. *History of German Literature*. Two terms, 3 hours.

Spanish.

1. Grammar, Composition and Reading; Loiseaux, *Grammar and Reader*. Alarcon, *El Capitan Veneno*; Valdes' *Jose*. Two terms, 3 hours.

2. Galdos, *Electra*; Valera, *Pepita Jimenez*. Selections from *Don Quixote*; also from Lope de Vega and Calderon. Grammar and Composition continued. *History of Spanish Literature*. Two terms, 3 hours.

3. A supplementary course in sight reading and conversation will be given if desired. Two terms, 2 hours.

Italian.

1. Beginner's Course—Grammar and Exercises. Text-books: Grandgent's *Grammar and Composition*; Bowen's *Reader*. Two terms, 3 hours.

2. Advanced Course—Selections from Standard Authors. *Le Mie Prigioni* (Silvio Pellico); *Selected Comedies*

(Goldoni), *Divina Commedia* (Dante). Two terms, 3 hours a week.

3. A third year course will be arranged for such students as wish it. Probably not given in 1904-1905.

Sanskrit.

1. Perry's *Sanskrit Primer*; Whitney's *Sanskrit Grammar*; Extracts from the *Nala Episode*.

2. Extracts from the *Hitopadeca*, and *Kathasaritsagara*: Selections from the *Rigvedas* and *Sutras*; Weber's *History of Indian Literature*.

It is recommended that the work in Sanskrit be undertaken only by students of both Latin and Greek. Recitations arranged to suit the convenience of students.

Chemistry.

1 and 2. General Inorganic Chemistry—A brief study of Theoretical and Physical Chemistry precedes a more thorough consideration of the elements. All the elements and their more important compounds are studied as to their physical and chemical properties and economic value. The lectures and text-book work are interspersed with experiments for demonstrative purposes, and each student is required to do laboratory work. The practical work of the second term is elementary Qualitative Analysis. Text and reference books: Hinds, Newth, Remsen, Freer, Roscoe and Schorlemmer. This course is taken in the Sophomore year by all except the scientific students, who take it in the Freshman. Two terms, 2 hours, with four hours of work in laboratory.

3. Advanced Qualitative Analysis—The student is drilled in the separation of the groups and members of groups, of

positive and negative radicals, until he can solve any problem given him. Text and reference books: Newth, Noyes, Prescott, Fresenius, Sellers. Two terms, 1 quiz, and not less than 6 hours of laboratory work.

4 and 5. Quantitative Analysis—A general course in Gravimetric, Volumetric, Colormetric and Photometric Analysis. Text and reference books: Newth, Fresenius, Carnes, Thorpe, Clowes and Coleman. Qualitative analysis a prerequisite. Two terms, 1 quiz, and 8 hours of laboratory work.

6. Organic Chemistry—All the leading types of organic compounds are studied with their graphic formulae, properties and economic importance. Text and reference books: Remsen, Richter, Perkin and Kipping. Courses 1, 2, and 3 are prerequisite. Second term, 2 hours.

7. Organic Preparations—A laboratory course designed to accompany Course 6. Second term, 6 hours.

8. Special Methods—Water Analysis; Electrolytic Analysis; Ore Analysis. Other courses designed to meet needs of students. Credit given according to amount of work done.

Geology and Mineralogy.

1. General Geology—These divisions of the subject will be considered fully: Physiographic, Stratigraphic and Lithological Geology; Dynamic and Historical Geology. A general knowledge of Botany and Zoology is necessary to a proper understanding of the Paleontology involved in Historical Geology. It is recommended, also, that the study of Course 2 precede this course. Field trips will be taken as time permits. Text and reference books: Le Conte, Dana, and Scott. Second term, 3 hours.

2. Descriptive Mineralogy and Lithology—This course includes the study of Crystallography, and of the physical properties of all the more common minerals and rocks. Specimens are used for illustration and the student is made familiar with them so that he can identify them elsewhere. Text: Dana's Works; Kemp's Handbook of Rocks. First term, 2 hours.

Biology.

(a)—BOTANY.

1. General Morphology—An elementary course covering the entire plant kingdom, including essentials of Ecology, Physiology and introduction to analysis of plants. Coulter's Botany and Gray's Flora are required. Second term, 2 hours, with 4 hours laboratory work.

2. Special Morphology—Minute study of Thallophytes, Bryophytes, Pteridophytes and Spermatophytes. Reference books: Bessey, Vines, the "Bonn" text-book. Two terms, 2 hours, with 4 hours laboratory work.

3. Field Botany—During the month of September and May, if students desire it, this course will be given. It will consist wholly of practical work in the field at odd times. Prerequisite: Course 1.

4. Histology—Practical work in section cutting, staining and mounting specimens.

(b)—ZOOLOGY.

5. Invertebrate Zoology—Careful study of typical forms of all the groups, beginning with the Protozoa. Text and reference books: Kellogg, Thomson, Parker and Haswell. First term, 2 hours, with 4 hours laboratory work.

6. Comparative Anatomy of Vertebrates—Continuation of Course 5 with respect to Vertebrates, studying the type

forms comparatively. In both this and Course 5 special attention is paid to the doctrine of development. Second term, 2 hours, with 4 hours laboratory work.

7. Human Physiology—The object of this course is to give the student a thorough understanding of the anatomy and physiology of the human body. Hygiene and kindred topics are included. First term, 3 hours, with 2 hours laboratory work.

Science of Education.

In this department regular students as well as those desiring to equip themselves for teaching, will have the opportunity to study: (1) History and Principles of Education, (2) Elementary Psychology, (3) Child Psychology, (4) Educational Theory and Method.

Text-books will be used; also, the valuable reference works to be found in the Mitchell Library.

Philosophy.

1. Logic—A discussion of the laws of thought such as is given in the text-books on logic. A detailed study of the Concept, the Judgment, the Syllogism and the System. Required of Juniors. First term, 3 hours.

2. Economics—This course consists of studies in the departments of Production, Consumption, Distribution, and Exchange, and some related topics, such as Taxation, Banking, Protection, etc. Required of Juniors. First term, 2 hours.

3. Ethics—In this course is given, first, a review of the psychological ideas upon which ethics is founded. The leading theories of the moral standard are briefly discussed. Finally a study of the moral life is made as it is seen in the Social Unity; Moral Institutions; the Duties; the

Virtues; Moral Pathology; Moral Progress. Required of Juniors. Second term, 5 hours.

4. Psychology—This course includes a brief study of the brain, spinal cord, and other parts of the body which effect the psychological powers and processes, with the descriptive psychology of the fundamental processes, the senses, the higher psychical functions, the feelings and the will. In the psychological laboratory experiments are made in the studies of reflex action, reaction-time, memory and attention.

Text-books and Works of Reference: James's Psychology, briefer course; Ladd's Descriptive Psychology; Dewey's Psychology; Baldwin's Handbook of Psychology; Wendt's Human and Animal Psychology; Scripture's New Psychology. Required of Seniors. First term, 5 hours.

5. History of Philosophy—In this course is given a general survey of the important systems of philosophy. Text-book: Schwegler's History of Philosophy. Required of Seniors. Second term, 3 hours.

6. Sociology—An introductory study of the subject. Required of Seniors. Second term, 2 hours.

Courses of Study for Degrees.

Undergraduate Courses.

NOTE.—Numerals indicate the number of recitations per week. The figures in parentheses indicate the numbers of the different courses. Eighteen hours per week is the minimum, and twenty-one hours per week the maximum, required of all students. Two laboratory hours are equivalent to one recitation hour.

For the Degree of Bachelor of Arts.

(With Latin and Greek, or with Latin and two Modern Languages.)

FRESHMAN YEAR.

FIRST TERM.

Algebra (1), 3.
 Trigonometry (2), 2.
 Rhetoric (3), 2.
 Theme Writing (2), 1.
 Greek History (1) } 2.
 English Bible (1) }
 Latin (1), 4.
 Greek (1), 4.

Or in place of Greek,
 Two Modern Languages, 6.

SECOND TERM.

Surveying (3), 2.
 Analytical Geometry (4), 3.
 Rhetoric (4), 2.
 Theme Writing (2), 1.
 Roman History (2) } 2.
 English Bible (2) }
 Latin (2), 4.
 Greek (2), 4.

Or in place of Greek,
 Two Modern Languages, 6.

SOPHOMORE YEAR.

FIRST TERM.

General Physics (1), 4.
 English Literature (1), 4.
 General Chemistry (1), 2.
 Chemical Laboratory, 4.
 Latin (3), 3.
 Greek (3), 3.

Or in place of Greek,
 Two Modern Languages, 6.
 * Science of Education, 5.

SECOND TERM.

General Physics (2), 4.
 English Literature (2), 4.
 General Chemistry (2), 2.
 Chemical Laboratory, 4.
 Latin (4), 3.
 Greek (4), 3.

Or in place of Greek,
 Two Modern Languages, 6.
 * Science of Education, 5.

* Elective.

For the Degree of Bachelor of Science.

(With any two Modern Languages.)

NOTE.—Students intending to pursue this course must be prepared to stand the entrance examination in Latin. Two years' work in modern language is a further requisite. For the present, however, students who have not had two years' work in modern language will be received with the understanding that the equivalent of six years of work in modern language will be required for graduation. Two laboratory hours are equivalent to one recitation hour.

FRESHMAN YEAR.

FIRST TERM.

Algebra (1), 3.
Trigonometry (2), 2.
Rhetoric (3), 2.
Theme Writing (2), 1.
Greek History (1) } 2.
English Bible (1) }
General Chemistry (1), 2.
Chemical Laboratory, 4.
Two Modern Languages, 6.

SECOND TERM.

Surveying (3), 2.
Analytical Geometry (4), 3.
Rhetoric (4), 2.
Theme Writing (2), 1.
Roman History (2) } 2.
English Bible (2) }
General Chemistry (2), 2.
Chemical Laboratory, 4.
Two Modern Languages, 6.

SOPHOMORE YEAR.

FIRST TERM.

General Physics (1), 4.
English Literature (1), 4.
Chemistry (3), 3.
Zoology (5), 3.
Two Modern Languages, 6.

SECOND TERM.

General Physics (2), 4.
English Literature (2), 4.
English Bible (3), 2.
Botany (1), 3.
Two Modern Languages, 6.

Electives for the Degrees of Bachelor of Arts and Bachelor of Science.

JUNIOR YEAR.

FIRST TERM.

English Bible (4), 1.
History (6), 2.
American Literature (3), 3.
Anglo-Saxon (5), 2.
Calculus (6), 3.
Geodetic Surveying (8), 3.
Advanced Physics (3), 2.

SECOND TERM.

English Bible (5), 1.
History (6), 2.
American Literature (4), 3.
Anglo-Saxon (6), 2.
Calculus (6), 3.
Conic Sections (7), 2.
Advanced Physics (3), 2.

JUNIOR YEAR—CONTINUED.

FIRST TERM.

Latin (5), 3.
 Greek (5), 3.
 Modern Language, 3 or 6.
 Chemistry (4), 4.
 Zoology (5), 3.
 * Logic (1), 3.
 * Economics (2), 2.
 * Oratory (1), 2.

SECOND TERM.

Latin (6), 3.
 Greek (6), 3.
 Modern Language, 3 or 6.
 Chemistry (5), 4.
 Chemistry (6), 2.
 Botany (1), 3.
 Field Botany (3), —.
 * Ethics (3), 5.
 * Oratory (2), 2.

SENIOR YEAR.

FIRST TERM.

History (6), 2.
 English Literature (8), 3.
 * Astronomy (1), 3.
 Advanced Physics (3), 2.
 Higher Calculus (9), 2.
 Solid Analytical Geometry (10), 2.
 Sanskrit (1), —.
 Latin (7), 3.
 Greek (7), 3.
 Modern Language, 3 or 6.
 Physiology (7), 3.
 Mineralogy (2), 2.
 Chemistry (7 or 8).
 * Psychology (4), 5.
 * Oratory (3), 2.

SECOND TERM.

History (6), 2.
 English Literature (9), 3.
 * Astronomy (1), 3.
 Advanced Physics (3), 2.
 Higher Calculus (9), 2.
 Quaternions (12), 2.
 Sanskrit (2), —.
 Advanced Astronomy (2), 2.
 Latin (8), 3.
 Greek (8), 3.
 Modern Language, 3 or 6.
 Geology (1), 3.
 Chemistry (7 or 8).
 * History of Philosophy, (5), 3.
 * Sociology (6), 2.
 * Oratory (4), 2.
 Chemistry (7 or 8).

* Required.

SCHEDULE OF RECITATIONS.—Fall Term.

Figures in Parentheses Refer to Number of Course.

	8:00—9:00.	9:00—9:15.	9:15—10:15.	10:15—11:15.	11:15—12:15.	1:30—2:30.	2:30—3:30.
PROF. BUCHANAN.	Astronomy (1), 3 hours. Advanced Physics (3), 2 hours.		Calculus (6), 3 h. Advanced Anal. Geometry (10), 2 hours.	Algebra (1), 3 hours. Trigonometry (2), 2 hours.	Physics (1), 4 hours.		
PROF. McLAUGHLIN.	Tacitus (3), 3 hours. Thucydides (3), 3 hours.		Livy, Ballust, and Prose Composition (1), 4 hours.	De Amicitia and Prose Composition (6), 3 h. Demosthenes (5), 3 h.	Lysias and Prose Composition (1), 4 hours.		
PROF. WEIR.			Psychology (4), 5 hours.	Logic (1), 3 hours. Economics (2), 2 hours.			
PROF. RICE.						English Lit. (8), 3 hours, Mondays.	
PROF. WATERHOUSE.	Laboratory.		Laboratory.	Physiology (7), 3 hours. Mineralogy (2), 2 hours.	Biology (5), 4 hours.	Chemistry (1), 4 hours.	Laboratory.
MISS EARLE.	German (2), 3 hours. French (3), 3 hours.		French (1), 2 hours. Spanish (1), 3 hours.	French (1), 1 hour. French (2), 8. hours.	German (1), 3 hours.	Spanish (2), 3 hours.	
PROF. STOW.	History (1), 2 hours.				History (6), 2 hours.		
PROF. KIMBROUGH.	American Lit. (3), 3 h. Rhetoric (3), 2 h. Theme Writing (2), 1 h.		English Lit. (1), 4 hours.		Anglo-Saxon (5), 2 hours.		

SCHEDULE OF RECITATIONS.—Spring Term.

Figures in Parentheses Refer to Number of Course.

	8:00—9:00.	9:00—9:15.	9:15—10:15.	10:15—11:15.	11:15—12:15.	1:30—2:30.	2:30—3:30.
PROF. BUCHANAN.	Astronomy (1), 3 hours. Advanced Physics (3), 2 hours.		Calculus (6), 3 hours. Conic Sections (7), 2 hours.	Surveying (3), 2 hours. Anal. Geometry (4), 3 hours.	Physics (2), 5 hours.		
PROF. McLAUGHLIN.	Horace (4), 3 hours. Euripides (4), 3 hours.		Sallust and De Senectute (2), 4 hours. History of Philosophy (5), 3 h. Sociology (6), 2 hours.	Lucretius, Catullus, Martial, and Juvenal (5), 3 h. Sophocles (6), 3 h.	Crito and the Hellenica (2), 4 hours.		
PROF. WEIR.				Ethics (3), 5 hours.			
PROF. RICE.						English Lit. (9), 3 hours, Mondays.	
PROF. WATERHOUSE.	Laboratory.		Laboratory.	Geology (1), 3 hours.	Organic Chemistry (6), 2 hours. Botany (1), 2 hours.	Chemistry (2), 4 hours.	Laboratory.
MISS EARLE.	German (2), 3 hours. French (3), 3 hours.		French (1), 2 hours. Spanish (1), 3 hours.	French (1), 2 hours. French (2), 3 hours.	German (1), 3 hours.	Spanish (2), 3 hours.	
PROF. STOWE.	History (2), 2 hours.				History (6), 2 hours.		
PROF. KIMBROUGH.	American Lit. (4), 3 h. Rhetoric (4), 2 h. Theme Writing (2), 1 h.		English Lit. (2), 4 hours.		Anglo-Saxon (6), 2 hours.		

CHAPEL.

CHART OF COURSES IN ARTS AND SCIENCE.

Required for all Courses: English, History, Mathematics.			
REQUIREMENTS FOR ADMISSION.	Greek: Anabasis; Homer. Latin: Caesar; Virgil; Cicero.	Latin: Caesar; Virgil; Cicero.	The Latin of Course II.
FRESHMAN YEAR.	COURSE I. Latin 4, Greek 4, English 3, History 2, Mathematics 5—18.	COURSE II. Latin 4, Modern Language 6, English 3, History 2, Math. 5—20.	COURSE III. English 3, History 2, Math. 5, Mod. Language 6, Chemistry 4—20.
SOPHOMORE YEAR.	Latin 3, Greek 3, English 4, Mathematics 4, Science 4—18.	Latin 3, Modern Language 6, English 4, Mathematics 4, Science 4—21.	Modern Language 6, English 4, Mathematics 4, Science 4—18.
JUNIOR YEAR.	Elective—18.	Elective—18.	Elective—18.
SENIOR YEAR.	Elective—18.	Elective—18.	Elective—18.
DEGREES.	Courses I. and II. lead to the degree of Bachelor of Arts.		
REMARKS.	Course III. leads to the degree of Bachelor of Science.		

Figures indicate number of hours per week.

Graduate Courses.

Graduate instruction is offered in all the branches taught in the College, and is arranged in two courses leading respectively to the degrees of Master of Arts and Doctor of Philosophy. In both of these courses at least one year of residence is required. Students entering upon either of these courses must pay a matriculation fee of \$5, and during the year of residence pay the usual college fees, together with such Laboratory fees as the course selected may require. On receiving the degree the student will pay an examination and diploma fee of \$25. Candidates for the ministry are not exempt from any of these fees.

1. Master of Arts.—A.M.

Graduates with the degree of Bachelor of Arts of this institution, or of other colleges with equivalent courses of study, will be received as candidates for the degree of Master of Arts. One year of resident study will be required. The student will select from the electives offered in the College Junior and Senior years enough of subjects to make eighteen hours a week and to include three of the following general lines of study: Language, Mathematics, Science, Philosophy, and English. The candidate must pass satisfactory examinations on all these subjects of his study, and present an acceptable thesis on some subject within the range of his special studies.

Bachelors of Science of this institution and of other institutions having equivalent courses of study will be admitted as candidates for this degree, provided they pass satisfactorily an examination in Latin and Greek such as

is required for admission to the Freshman class, or devote five hours in the week to the study of Latin and Greek during their year of residence.

2. Doctor of Philosophy.—Ph.D.

The candidate for this degree must have completed a course of study equivalent to that required in this University for the degree of Bachelor of Arts. He must then pursue, under the direction of the Faculty, a course of study embracing one major and two minor groups of subjects; must pass satisfactory examinations in them, and present a thesis within the field of the major subject showing original research.

Bachelors of Science are admitted to this course on the same conditions as to the course for the degree of Master of Arts. See above. At least one year of residence at the University is required. Students may complete the course in three years, or, if they are well prepared, with two years of resident study. While large liberty of choice is allowed to the student, the following grouping of subjects is recommended:

1. *Philology*—English, Latin, Greek, Sanskrit, German, French and Anglo-Saxon Languages—their philological relations to one another and to the Indo-European family in general. No student will be allowed to enter upon this course who has not completed the regular college work in Latin and Greek.

2. *Philosophy*—Scottish Philosophy; the Modern German, French, English, and American Schools of Philosophy; History of Philosophy; Logic, Ethics, Politics, Theory of Government, Sociology, Constitutional Law, Principles of Law, and International Law.

3. *Chemistry*—Chemistry: Inorganic, Organic, Physiological, and Agricultural; Qualitative and Quantitative Analysis, Blowpipe Analysis, Metallurgy, Assaying, Chemical Technology, Spectroscopy, Drawing.

4. *Natural History and Botany*—Biology, Zoology, recent and fossil; Human and Comparative Anatomy and Physiology; Histology; Embryology; Botany, recent and fossil; Microscopy, Microscopic Animals and Plants; Physiology; Evolution.

5. *Geology and Mineralogy*—Geology: Lithological, Cosmical, Physiographic, Historic and Dynamic; Economic Geology, Paleontology, Mineralogy, Crystallography, Chemistry of Minerals, Blowpipe Analysis of Minerals, Metallurgy, Drawing and Sketching.

6. *Literature*—Prerequisites: A reading knowledge of the French and German languages, and an elementary acquaintance with the entire range of English and American Literature. Anglo-Saxon and Middle English; the Elizabethan, Georgian, and Victorian eras; the Colonial and Modern periods of American Literature.

7. *History*—Greece; Rome; the Middle Ages; Modern England; Colonial America; the Southern States and Reconstruction; American Expansion; Sociology; Economics.

8. *Mathematics*—Salmon's Conic Sections; Advanced Differential and Integral Calculus; Differential Equations; Determinants; Quaternions and Vector Analysis; Theory of Probabilities and Least Squares; Thermodynamics; Elementary Mechanics; Mathematical Theory of Sound; Mathematical Theory of Fluid Motion; Electro Magnetic Theory of Light; Mathematical Theory of Electricity and Magnetism; Theoretical Mechanics; Theoretical Astronomy; Practical Astronomy; Celestial Mechanics.

Engineering School.

Established in 1852.

Faculty.

DAVID E. MITCHELL,
President.

A. H. BUCHANAN,
Dean, Engineering.

E. E. WEIR,
Philosophy.

L. L. RICE,
English Literature.

J. S. WATERHOUSE,
Science.

CLARA EARLE,
Modern Languages.

F. J. STOWE,
History.

C. H. KIMBROUGH,
English.

The course of instruction in this school embraces :

1. Civil Engineering.
2. Mining Engineering.
3. Architecture and Design.
4. Geodesy and Topography.

The following four years' course is required for candidates for the degree of Civil Engineer :

Program of Studies of the Course in Civil Engineering.**FRESHMAN YEAR.**

Solid Geometry.	Trigonometry.
Algebra.	Land Surveying.
Descriptive Geometry.	Perspective Drawing.
Drawing and Lettering.	English Composition.
English Composition.	Rhetoric.
Rhetoric.	Shades, Shadows, Perspective.

SOPHOMORE YEAR.

Analytical Geometry.	Calculus.
Chemistry.	Organic Chemistry.
Chemical Laboratory.	Railroad Surveying.
Architectural Drawing.	Retaining Walls.
English.	Topographical Surveying.
Strength of Materials.	English.
Higher Algebra.	Determinants.

JUNIOR YEAR.

Mechanics of Engineering.	Physics.
Logic.	Botany.
Political Economy.	Ethics.
Physics.	Mechanics of Materials.
Stereotomy	Geodetic Survey.
Materials of Engineering.	Adjustment of Observations.
Zoology.	French and German.
French and German.	Iron Highway Bridges.

SENIOR YEAR.

Roofs and Bridges.	Descriptive Astronomy.
Framed Structures.	Geodetic Astronomy.
Street Railway Roadbed.	Geology.
Psychology.	Sociology.
Physiology.	Sewerage Systems.
Physics.	Sanitary Engineering.
Mineralogy.	Coffer Dams.
French and German.	French and German.

Descriptive Geometry—Stereoscopic views of the solutions of the principal problems; construction in India ink of all problems, Isometric Projections, and Plane Projection Drawings.

Shades, Shadows and Perspective—Problems constructed in India ink.

Railroad Engineering—From Reconnaissance to Construction.

Railroad Alignment—Problems performed in the field, Setting out Work, Computations of Earth-work, and Drawing Plans and Profiles.

Drawing—Map and Topographical, in Contours and Hachures: Ornamentation and Lettering. (Sample Topography from United States Coast and Geodetic Survey Reports.)

Mechanics of Engineering—Construction of Machines and Machine Drawing; Slide-Valve and Link Motion; Air, Water and Steam Motors.

Civil Engineering—Materials and Structures, Theory of Stresses, Stability and Strength of Wood and Iron Girders, Bridges, Roofs, and Arches. Mechanics and Materials. Masonry: Retaining Walls, Foundations, Tunnels, etc.; Analytical and Graphical Methods of Deducing Stresses.

Stereotomy—Carpentry and Stone-cutting.

Geodesy—Figure Adjustment of Geodetic Surveys, and Computations for Latitude, Longitude, Altitude, and Azimuth of Triangulation points and lines.

Text-books cost about \$65.

Tuition, \$50 per term of five months.

For further information address A. H. Buchanan, Lebanon, Tenn.

Conservatory of Music.

Established 1903.

Faculty.

DAVID E. MITCHELL,
President.

EUGENE FEUCHTINGER,
Director ; Professor of Piano, Pipe-Organ, Voice Culture,
Theory, and History.

CORDELIA KENT,
Piano, Harmony.

EDNA BEARD,
Violin.

FLOYD POE,
Brass Instruments.

Department at the Lebanon College for Young Ladies.

E. E. WEIR,
President.

ANNETTE HAYDON,
Piano, Theory, and Stringed Instruments.

LENA GRISSOM,
Piano and Theory.

LUCY SHANNON,
Voice Culture, Elementary Theory.

MARY GRISSOM,
Piano.

Announcement.

Cumberland University, with its affiliated schools, has always been provided with opportunities for music study, and the work of the past is gratefully acknowledged. The growth of the University and the increasing demand in the South for standard academic music study induced the authorities of the University to establish a Conservatory of Music, organized on the broadest art basis and modeled after the foremost European institutions. Neither effort nor expense will be spared to make it a school of highest ideals, second to none in the high character of its faculty and among the very first in practical usefulness and results.

Buildings, Recital and Concert Halls.

The Conservatory will, for the present, be fitted out in Memorial Hall, a description of which is given in the early part of this catalogue. Large and well lighted teaching and practice rooms are provided, furnished with superior pianos and conveniences. Recitals and concerts will be held in the Chapel, a description of which splendid room is also to be found in other pages of this catalogue. It will soon contain a magnificent three-manual pipe-organ and a spacious stage, especially adapted to orchestral and choral concerts and to oratorios and operatic performances.

There are thus two auditoriums, Caruthers Hall and the new Chapel, both of which will be utilized by the Conservatory.

Libraries and Reading Rooms.

There are several large Libraries and Reading Rooms within the several departments of the University. They are open to our students of music. A musical library is now being started.

Classification of Students.

We recognize two classes of students—*Academic* and *Special*. *Academic* students are those who declare their intention to finish either course for Teachers' Certificate or the Graduate Course, including the degree of Bachelor of Music. *Special* students are those who do not wish to finish either course, but who may at any time enter the Academic Course and are entitled to the same privileges as the Academic students. No examinations are required of Special students.

Teachers' Certificate.

A student desiring the Teachers' Certificate must pursue the Academic Course for at least one year. He must pass in the following studies and grades: *Piano*: Grade 6, Harmony 2, Theory 2, History 2. *Voice Culture*: Grade 4, Harmony, Grades 1 and 3. History or Theory, Grade 2. *Violin*: Grade 4, Harmony 1 and 3. History or Theory, Grade 2. *Pipe-organ*: Same requirements as for Piano.

Diploma of Graduation and Degree of Bachelor of Music.

At least one year resident study in the Academic Course is required. The student must pass examination in following studies and grades: *Piano*: Grade 8, Harmony 4, Theory 2, History 2. *Voice Culture*: Grade 6, Harmony 2, Theory 2, History 2. *Violin*: Grade 6, Harmony 2, Theory 2, History 2. *Pipe-organ*: Same as for Piano. (Piano can be substituted for Theory.)

Compulsory Studies.

All beginners and all others who are not thoroughly grounded in the elementary branches of sight reading, time value of notes, time beating, etc., must attend the classes of elementary Theory. Text-book: Jousse's Musical Catechism.

These classes are free to all music students.

All special students in Piano, Voice and Pipe-organ of any grade, must take one term in Harmony, and one in Harmony playing. Voice students can omit Harmony playing and substitute Third Grade of Harmony. Students who have studied Harmony elsewhere and can pass satisfactory examination are exempted from these requirements.

All students must attend the Choral classes, unless valid excuses can be given. The Choral classes are free to all music students.

Free Advantages.

Elementary Theory, Choral Classes, Organ Recitals, Concerts by the Faculty, Students' Recitals, Lectures, Public Lessons and Demonstrations by the Director, University Libraries, Reading Rooms, and the most important of all free advantages to our students is

The School of Public Performances.

This school is one of the most valuable features of music study. Few other schools of like nature afford such unlimited opportunities for training in this direction. This feature of our Conservatory, although entirely free to its students, is worth many times the price of their regular tuition. It is the feature that brings the largest and quickest results in the shortest possible time.

What does all the study amount to, if the student cannot play or sing before friends or a public audience?

Memorizing.

Our students are taught to memorize both technical exercises and pieces. We use as few text-books as possible, not only because considerable expense is thereby saved to the student, but also chiefly because entire attention to correct and supple condition of arms and hands and fingers can be given, instead of dividing the attention between the music rack and the keyboard.

Concentration.

We teach concentration from the first lesson to the last. Mental discipline is our chief element of success. Progress will be rapid and the student will acquire self-control, ease and repose in public appearance.

We Claim

That by our methods and system of teaching we make *better* players and singers, in *much less time*, and at *much less expense*, than can be done elsewhere. We stand on the firm ground of long experience and continual and attested success.

Assistance to Profitable Positions.

Academic students can rely on our assistance to secure for them profitable positions. The Director has placed a large number of his students in very remunerative positions. There are now more offers for *competent* teachers than students to fill them. It is merely a question of—are you qualified?

Talks and Lectures.

By the Director on: "How to be a Successful Student, a Successful Teacher;" "How to Get Large Classes and Hold Them;" "The Musician's Success in Public Life;" "Success in Society, in Church, in the Home;" "Financial Success as a Musician;" "How to Gain and Hold the Respect of the Public;" etc., etc.

Oratorio Society.

An Oratorio Society of several hundred voices is to be organized for the purpose of producing the master oratorios and operas and to give our voice students the opportunity to appear as soloists.

A Word about Our Piano and Voice Methods.

The playing of Paderewski, Bloomfield-Zeisler, and the many other great piano artists, all of them students of the celebrated Leschetizky, of Vienna, has long ago decided the matter of a pre-eminent piano method. The Leschetizky method has been taught by our Director for many years. His students have been praised and accepted as possessing the true Leschetizky method. This method is simple and natural; no efforts are wasted, nothing is overlooked, nothing can be added. The Leschetizky method will be taught to all students of the piano; with it goes an absolute assurance that nothing better can be had anywhere in the world.

Those students who desire more experience after graduating with us will be accepted also in the artist classes of Madam Bloomfield-Zeisler, teacher of the Bush-Temple Conservatory of Music, Chicago, Ill. They will also be accepted by Herr Felix Dreyschock, Royal Prussian Pro-

fessor of Music at Berlin. Also by Madam Stepanoff, late with Leschetizky, of Vienna. The Leipzig Conservatory and the Stuttgart Conservatory, of Germany, are also open to them. Moritz Moskowsky, of Paris, France, will accept our graduates, and similar opportunities will be offered to them in voice, violin and organ.

The old Italian school of singing is still the best for singers. Modern science, however, has discovered new facts. These new discoveries we have made our own, mastered them, and they place us in a position to do much more for the voice than has been possible heretofore. We guarantee a beautiful voice to our students who will faithfully practice what we teach. Some very important exercises will be disclosed to our voice students, most of them known only to a very few teachers in America.

Courses of Study.

I. Piano.

The Graduate Piano Course is divided into four years of two terms each. It is expected that one grade will be finished each term, thus making it a course of eight grades.

Beginners and those who have no correct technical foundations can choose between the two following courses, A and B:

In Course A, students are formed into classes of four; they will receive two full hour lessons each week in the Leschetizky method of Piano Technic. Besides the two class lessons each student will receive one private half-hour lesson in which pieces only are studied; in thus separating the mechanical from the musical they will get considerably

more attention and should advance very rapidly in their technic.

In Course B the student gets two private lessons, in which technic and music are taught individually.

Grade I.—Selections from the following studies to suit individual taste and requirement will be taught: National Graded Course, Grade 1. Koehler, Op. 151. Epler, Op. 41. Friedrich, Op. 262. Gurlitt, Op. 102, four hands. Easy and pretty pieces.

Grade II.—Continuation of technic study, Leschetizky method. Bertini, Op. 100. Heller, Op. 47. Lambert's systematic course of studies, Book 1. Pieces of easier execution.

Grade III.—Lambert's Book 2. Heller, Op. 47. Lecoupey, Op. 26—15 Studies for Mechanism. Schumann, Op. 15 and 68. Sonatinas, pieces of all styles. James H. Rogers, *The Development of Velocity*, Op. 40.

Grade IV.—Lambert's Book 3. Heller, Op. 45. Lecoupey, Op. 26. Bertini, Op. 29. Sonatinas and easy sonatas, etc., continued. James H. Rogers, *The Development of Velocity*, Op. 40.

Grade V.—Lambert's Book 3. Heller, Op. 45 or 46. Czerny-Pfeiffer Studies, Book I. Bach, two-part inventions. Pieces, etc., by classic and modern composers.

Grade VI.—Czerny-Pfeiffer Studies, Book II. Heller, Op. 16, Book 1 or 2. Cramer-Bulow, 50 Studies. Pieces, etc., by classic and modern composers.

Grade VII.—Cramer-Bulow Studies, or Czerny-Pfeiffer. Kullak, Octave Studies, Book I. Bach, Preludes and Fugues. Chopin and Schumann Etudes. Clementi, *Gradus ad Parnassum*. Pieces by Beethoven, Schubert, Chopin, Schumann, Liszt, Bach.

Grade VIII.—Kullak, Octave Studies. Cramer-Bulow or Gradus ad Parnassum. Concertos, Rhapsodies, Ballades, etc.

II. Voice Culture.

The graduate Voice Course is three years, divided into six grades. The individual student and his or her especial needs will be the only consideration in the selection of exercises and studies. Mental application, will power, energy, and a good ear are the principles mostly insisted upon, besides, of course, good breathing.

Grade I.—Breathing. Tone placing. Ear training. Articulation. Marchesi, Op. 2. Panofka, Vocal, A, B, C, and 24 Vocalises. Easy songs, etc.

Grade II.—Panofka continued. Concone, Op. 9. Lamperte's daily exercises. Songs, especially sacred songs.

Grade III.—Vaccai, Practical Italian vocal method. Concone, Op. 9. English, Italian and German songs.

Grade IV.—Vaccai continued. Cornell, the practice of sight singing. Study of Oratorio.

Grade V.—Spicker, Masterpieces of Vocalization, Book I or II. Preparation for concert, oratorio and church singing.

Grade VI.—Spicker, Masterpieces, Book III. or IV. Preparation for concert, oratorio and church singing.

Sacred songs or church singing will be especially cultivated in every grade, preparing for church positions.

III. Violin Course.

FIRST YEAR.

1. Dancla's School. Spohr's School.
2. Pleyel's Duets.

3. C. Boehmer's Exercises on Intonation in All Keys.
4. Hering's Scales in First Position—Major and Minor.
5. Easy Pieces in First Position.

SECOND YEAR.

1. Positions—Second, Third, Fourth and Fifth.
2. Dont's Scales and Cadences.
3. G. Hasse's Double Stops and Bowing Exercises.
4. H. E. Kayser's three books (36 Etudes).
5. Easy classical solos.
6. Dancla's Ecole du Mekanisme.

THIRD YEAR.

1. H. Schradieck's Study of Scales.
2. Dont's twenty-four Exercises preparatory to Kreutzer.
3. Kreutzer's Studies.
4. Adelburg—School of Velocity.
5. Sonatas and Concertos.

IV. Pipe-Organ.

The graduate requirements are the same as for Piano. The student must be able to play Piano to the third grade.

SECOND AND THIRD YEAR.

Stainer's Organ Method. Schneider, Pedal Studies, J. S. Bach, Organ Pieces. Preludes, Postludes.

FOURTH YEAR.

Rink's Organ School. Bach's Fugues. Mendelssohn. Sonatas. Improvisation. Modern composers.

Harmony.

The Harmony Course is of two years' duration, divided into four grades. We introduce an entirely new feature in

the study of Harmony. We lead the student by systematic degrees to an intelligent understanding of the laws of intervals, and scale and chord writing. After that we review the same lessons, but this time we require no written exercises and no text-book. All the work is now done on the Piano, playing now from memory what has been previously learned by writing. Each year consists of one term of Harmony writing and one term of Harmony playing from memory. This course will improve a student's reading and playing.

Grade I.—Jadassohn's Manual of Harmony. System of Intervals; Triads, Inversions, Chords of the Seventh and Inversions; Exercises in Part Writing.

Grade II.—No text-book. The work of the First Grade is exactly repeated, but now it is studied from memory and played on the Piano.

Grade III.—Jadassohn continued: Chords of the Ninth, augmented Sixth. Diminished Seventh. Modulation, Suspension, Passing Tones, Organ Point.

Grade IV.—No text-book. Repetition of Grade III on the Piano.

Theory.

Grade I.—Text-book: Mason & Matthews' Primer of Music. Piano Touch, Phrasing, Transposition, Rhythm, Scansion, principles of expression, accent, technics, principles of correct fingering. Scale practice, metronome, pedals, embellishments, principles of taste, nature and object of music study.

Grade II.—Lectures illustrated on the Piano and Organ. Study of style and dynamics. Study of form. Lyric, Thematic, Suite, Sonata, Concerto, Symphony, Classic,

Romantic and Realistic forms. Oratorio, Opera, Music Drama. Musical Aesthetics.

History.

Grade I.—History of the Art of Music, by W. S. B. Mathews. Ancient Egyptians, Hebrews, Assyrians, Greeks, Hindus and Japanese. Minstrels of the North. Arabs and Saracens. French Epics. Influence of Christianity. French and Belgic schools. Netherlands; Italy. Dawn of Modern Music. Italian Opera; France; Germany. Oratorio, Beginning of Instrumental Music.

Grade II.—Same text-book. Modern music. Bach, Handel, Haydn, The Sonata, Mozart, Beethoven. The Romantic Period. Schubert, Mendelssohn, Chopin, Schumann. The Pianoforte. German Opera, Weber, Wagner. Great Virtuosi. American composers.

Examinations.

At the end of each term written or oral examinations will be held in the Theoretical Classes. A grade of sixty must be made to pass to the next term's work.

Other Instruments.

Competent instructors are provided for all wind and stringed instruments.

Ensemble and Orchestra.

The nucleus of a very good Orchestra is already formed. It is earnestly hoped that many students will enter the Orchestra classes. Piano students will find opportunity to play in ensemble work and in accompanying.

Regulations for Conservatory Students.

Conservatory students are expected to observe the regulations of the University.

All fees are payable in advance to the Director.

Sheet music is furnished by the manager at a discount of thirty per cent.

No visiting in practice rooms is permitted.

Students must practice at their appointed periods.

Lessons lost by students are not made up.

In cases of prolonged, severe illness, credit will be given for time missed; such credit can be made up in any subsequent term.

Music students who do not attend any collegiate department of the University pay a contingent fee of \$1.50 each term to the University.

Terms of Tuition per Term of Twenty Weeks.

All private lessons by the teachers are thirty minutes; by the Director, twenty minutes. All class lessons are one hour.

The Conservatory year, like that of the University, consists of two terms; the tuition marked below is payable each term in advance.

Piano and Pipe-Organ Courses.

First year—Two private lessons each week, or two

full hour classes and one private lesson per term. . \$30 00

Second year—Two private lessons each week. 32 50

Third year—Two private lessons each week. 35 00

Fourth year—Two private lessons each week. 40 00

Special Technic Classes, two-hour lessons. 20 00

Voice Culture.

First and second years—Two private lessons each week.	35 00
Third year—Two private lessons each week.	40 00

Violin Course.

First and second years—Two private lessons each week.	30 00
Third year—Two private lessons each week.	35 00
In classes—Two full hour lessons each week.	15 00

Brass Instruments, Guitar, and Mandolin.

Two private lessons each week, per term.	30 00
The same in classes—two full hour lessons.	15 00
Harmony, Theory or History.	12 00
Choral classes (free to music students).	4 00
Elementary Theory (free to music students).	10 00
Piano rent, one hour's daily practice, per term.	2 50
Practice Clavier, one hour's daily practice, per term.	2 50
Pipe-organ, one hour's daily practice, per term.	5 00
Teachers' certificate	5 00
Diploma of graduation	10 00

Information regarding rooms, board, etc., is contained in the front part of the catalogue.

For all further information in regard to music study, write to the Director.

School of Oratory.

Established 1903.

Faculty.

D. E. MITCHELL, PRESIDENT,
Chairman of the Faculty.

FRANK JAY STOWE, DEAN,
Professor of Oratory and History.

WILLIAM D. McLAUGHLIN,
Professor of Latin.

EDWARD E. WEIR,
Professor of Philosophy.

LABAN LACY RICE,
Professor of Literature.

JAMES S. WATERHOUSE,
Professor of Science.

CLARA EARLE,
Professor of Modern Languages.

C. H. KIMBROUGH,
Assistant Professor of English.

General Statement.

Designs of the School.

It is the aim and purpose of the Trustees and Faculty, in opening the Cumberland University School of Oratory, to supply a need long felt in the South, a course of study which will give the student a thorough, efficient and artistic preparation for the public professions; such a course as is provided by no other institution in the South, and by only

a few in the United States. The majority of the schools of oratory give little or no attention to the academic studies; therefore, their work is merely professional and superficial.

It is the design of this school to provide the student with a thorough course in language, literature, philosophy, science, and oratory in all its phases, thus combining the scholastic with the artistic. Both impression and expression are necessary to the orator. Naturalness, individuality and power are chief among the virtues possessed by the public speaker.

Requirements for Admission.

Candidates for admission to the course of study leading to the degree of Bachelor of Oratory must pass the written examination required for entrance to the first year's course in the School of Liberal Arts.

Time Required for Course.

The time required for the regular course of study is one hundred and twenty hours, or twenty hours per week for three years. Credit will be given for work done in other courses, or in accredited Colleges. The schedule will be so arranged that each course will begin and close with the term, and the student will be given credit for work accomplished.

Expenses per Term of Twenty Weeks.

Tuition Fee.....	\$25 00
Contingent Fee.....	10 00
Diploma Fee for graduates	5 00
Boarding with private families (\$3.25 to \$3.75 per week)....	70 00
Boarding, Divinity Hall, about	45 00
Boarding, New Dormitory (\$3.25 to \$3.75 per week).....	70 00
Private Lessons (three-quarter hour)	1 00
Course of Twelve Private Lessons.....	10 00

Courses of Instruction.

While the Emerson Methods are used as the basis of work, this School stands for independent investigation in the science and art of oratory. The best methods of the best systems will be freely used. The course will be both theoretical and practical.

The sixteen courses of instruction are as follows:

1. *The Principles of Oratory.*

The purpose of this course is to develop and bring under the perfect control of the will all the powers and faculties of the student; to enable him to think clearly and adequately while on his feet, and to train him to command himself, in order that he may command others. These principles are based on well known laws of psychology, and aim to develop the individuality and character of the student.

1. Principles of Development.

First year. Two terms, five hours.

2. Principles of Power.

Second year. Two terms, five hours.

2. *Voice Culture.*

The aim of this course is to correct all vocal defects and to develop the clearness, volume, force, carrying power and expressiveness of the voice, so that it may be, as it was intended by nature to be, the true reporter of the thoughts and feelings of the individual.

1. Voice Building.

2. Articulation.

3. Responsiveness.

4. Vocal Technique.

5. Vocal Physiology.

Three terms, one hour.

3. *Physical Culture.*

By properly arranged and carefully directed exercises, by the study and practice of the laws of health, it is the aim of this course to develop health, strength and grace of body. The body should be the ready and willing servant of the mind.

1. Body Building.

2. Body Movement, harmony.

3. Responsiveness.

4. Human Physiology and Anatomy (in Science Department.)

5. Philosophy of Gesture.

Three terms, one hour.

4. *Theory.*

Lectures will be given monthly by members of the Faculty and others. Various text-books will be used, free use of the library made, and lectures will be required of the students. This course will include:

1. Philosophy of Oratory.

2. The Laws of Art Applied to Oratory.

3. Art Criticism.

Six terms, one hour.

5. *Extemporaneous Oratory.*

The extemporaneous orator is one who, having his subject-matter thoroughly in hand, clothes it in form, words and expression while under the inspiration of his audience.

This is, perhaps, the highest form of oratory. The student will not only study the theory, but he will do practical work in gathering and arranging material and in delivering original lectures, addresses, etc.

1. Preparation and Delivery of Discourses.

2. Impromptu Speaking.

Two terms, two hours.

6. *Forensic Oratory.*

This course includes a thorough study of the principles of argumentation, the rules of public debate, and the laws governing public assemblies. The class will convene, from time to time, in the form of a public assembly, and each student will be required to take part in debate.

1. Argumentation.

2. Parliamentary Law.

3. Debate.

Two terms, two hours.

7. *Dramatic Oratory.*

Prominence is given to the study of dramatic oratory, as it is one of the most effective means of developing the student's natural powers to the greatest height. It is a means of personal culture, it stimulates the imagination, helps to broaden the sympathy, and develops a sense of the beautiful. Plays are analyzed, characters and interpretations discussed, and scenes presented for criticism.

1. Shakespeare, three plays.

2. Comedy, one play.

3. Monologue, one standard work.

Five terms, two hours.

8. *Artistic Oratory.*

The purpose of this course is to perfect the student's artistic form of interpretive expression. Only the more artistic productions of the masters of literature will be used. Special attention will be given to the development of the student's appreciation of the beautiful; he will also be directed in cutting, arranging and adapting the works of the masters to his own interpretation. This course covers the whole scope of interpretive reading and recitation.

1. The Novel for Platform Use.
2. Vocal Interpretation of the Great Poets.

Two terms, two hours.

9. *Oratory and Orators.*

This course aims at a careful study of the lives and works of the world's greatest orators, also of the times in which they lived and of the results which they achieved. If by careful study the student possesses himself of the fundamental principles which governed the lives of the great masters, and if he can then inculcate these principles into his own life, he will have gained infinitely more than it would be possible for him to gain by any amount of imitative work, even though he had none other than absolutely perfect models.

1. Ancient.
2. Modern.

Two terms, one hour.

10. *Teachers' Course.*

This course is for the special benefit of those wishing to fit themselves as teachers of Oratory and Expression, it is not required for the degree of Bachelor of Oratory.

The work will be given by means of both text-books and lectures. Full opportunity will be given the student for observation of work done in all classes, the comparison of notes, and the discussion of methods. The student will also be given practical work in teaching for criticism.

Time arranged according to the demands of the work.

The schedule will be arranged so as to articulate with the classes in the School of Liberal Arts, and the following courses will be given in connection with that school, as stated in the catalogue:

11. *History.*

Courses 1—6 in School of Liberal Arts.

12. *Literature.*

Courses 1—4, 8—9 in School of Liberal Arts.

13. *English Bible.*

Courses 1—5 in School of Liberal Arts.

14. *Language.*

1. First year Latin courses 1—2 in the School of Liberal Arts.

2. One modern language, courses in School of Liberal Arts.

15. *Philosophy.*

Courses 1—6 in School of Liberal Arts.

16. *Science.*

Course 7 in School of Liberal Arts.

SCHOOL OF ORATORY.—Schedule of Recitations for 1904-05.

	8:00—9:00.	9:00—9:15.	9:15—10:15.	10:15—11:15.	11:15—12:15.	1:30—2:30.	2:30—3:30.
PROF. STOWE.	Greek History, 2 hours. Roman History, 2 hours.	Chapel.	Oratory, 2 hours. History, 2 hours. (Second Term.)	Oratory, 5 hours.	Oratory, 5 hours.		
PROF. McLAUGHLIN.		Chapel.	Freshman Latin, 4 hours.				
PROF. WEIR.		Chapel.	Sen'r Philosophy, 5 hours.	Jun'r Philosophy, 5 hours.			
PROF. RICE.		Chapel.				Sen'r Literature, 3 hours.	
PROF. WATERHOUSE.		Chapel.	Physiology, 3 hours. (Fall Term.)				
MISS EARLE.		Chapel.	French or Spanish.		German.		
PROF. KIMBROUGH.	American Lit., 3 hours. Fresh. Rhetoric, 3 hours.	Chapel.	English Lit., 3 hours. Rhetoric, 2 hours. (Fall Term.)				

Law School.

Established in 1847.

Law Faculty.

NATHAN GREEN.

ANDREW B. MARTIN.

W. C. CALDWELL.

Historical Note.

This school was created on the 9th day of January, 1847; or, to be more accurate, on that day the Board of Trustees took the first step, by resolution, looking to the establishment of a Law School. At various subsequent sittings of the Board the plan of organization was perfected, and in the month of October, 1847, the first term opened, with one professor and seven students present. Judge Abraham Caruthers was the professor. He resigned his seat upon the bench of the State to accept the position. His name has passed into history as one of the ablest judges that ever presided in the courts of the State. His opening address attracted wide attention, and was copied and commented upon in many of the legal publications throughout the country. He assailed and utterly discarded the old system of teaching by lectures, and insisted that the science of law should be taught like any other science—like mathematics, like chemistry.

The school was at once a success. In 1861, at the breaking out of the war, there were one hundred and eighty law students in attendance. Judge N. Green, Senior, then one of the Supreme Judges of the State, was called to assist Judge Caruthers in the conduct of the school in 1852. He resigned his position on the bench to do so. Shortly thereafter N. Green, Junior, was elected a professor, the prosperity of the school requiring the services of three instructors. These three gentlemen continued as the Faculty until the breaking out of the Civil War in 1861. Judge Abraham Caruthers died during the war. Judge N. Green, Senior, survived the war, and assisted his son (N. Green, Junior) in the revival of the school, but died, at an advanced age and full of honors, in 1866. He was succeeded that year by the Hon. Henry Cooper, and two years thereafter, Judge Cooper having resigned, Judge Robert L. Caruthers, who was for many years on the Supreme bench of the State, was elected to fill the vacancy. He resigned in 1881 because of advancing years and feeble health, and Andrew B. Martin succeeded him, having been elected to the position in 1878. In 1902 Judge W. C. Caldwell, then upon the Supreme Bench of the State, was elected a third Professor, and he will hereafter give a portion of his time to the duties of the place, giving instruction in Constitutional Law and general Practice, including the hearing of causes in Supreme Courts.

This is among the oldest law schools of the South, and its success from the beginning has been unparalleled by any other similar institution. Thousands of young men have here received instruction in the law. They are to be found in every section of the country, and in every honorable station for which professional training fits them. Some

have reached the bench of the "greatest court on earth," the Supreme Court of the United States, and many are and have been chief executives of States and members of both houses of the United States Congress. Indeed, wherever found, in public or private station, on the bench or at the bar, their successful careers, attributable in some degree, in our opinion, to the systematic training received here, are giving prestige to their *Alma Mater*.

No law school of the country within the first half century of its existence has furnished the profession a more honorable and worthy body of graduates than has this school, and it is with commendable and natural pride that the institution now points to the record of these distinguished sons.

Plan of Instruction.

It is only by exercising the energies of his own mind that a student can qualify himself for the bar. Any plan which would propose to make a lawyer of him without his doing the hard work for himself would be idle and visionary. The virtue of any plan of instruction must consist of two things:

1. That it cause the student to work, or, in other words, to study diligently.

To accomplish this, we give the student a portion of the text as a lesson every day, and examine him on it the next day. He is required to answer questions upon the lessons thus assigned in the presence of the whole class. If he has any spirit in him, or pride of character, this will insure the closest application of which he is capable. Neither the old plan of studying in a lawyer's office nor the old law school plan of teaching by lectures have anything in them to secure

application. The student is brought to no daily examination to test his proficiency. There is not the presence of a large class in which he has to take rank, either high or low. All that is calculated to stimulate him to constant, laborious application is wanting in both these plans. We suppose no young man would from choice adopt the office plan as the best mode of acquiring a knowledge of law, and yet the law school lecture system is no better. The law is in the textbook. The professor can no more make the law than the student himself. Every subject upon which a lecture could be given has been exhausted by the ablest professors, and printed in books after the most careful revision by the authors. We would regard it as an imposition on students, and as presumptuous on our part, to pretend that we could improve upon Kent, Story, Greenleaf, Parsons, and others, who have given to the public, in printed form, and acceptable to all, lectures on every branch of the law. We, therefore, think it better for the student to occupy his time in learning, with our assistance, what others have written than in learning from anything we could write. If our mode of teaching is more difficult to us, it is much more profitable to the student.

2. The plan should not only be calculated to make a student work, but it ought so to guide him and direct him as to make him work to the greatest advantage.

A man may work very hard, but still so unwisely that he will accomplish no valuable object. It is equally so with the farmer, the mechanic and the law student. The student ought to have such a course of study assigned to him, and be conducted through it in such a way, as that he will understand at the end of his pupilage the greatest amount

of pure, living American law, and will know best how to apply it in practice.

The duty of the professor in this school is to conduct the daily examination of students upon the lessons assigned them; to direct their minds to what is most important in the text-books; to teach them what is and what is not settled; to correct the errors into which they may fall; to dispel the darkness that hangs upon many passages—this is necessary every day, and at every step of their progress.

Moot Courts.

The law is a vast science, and a very difficult one, and the student needs every possible facility to enable him, by the most arduous labor, to comprehend its leading elementary principles. But this is not all he has to do. He has to learn how to apply these principles in practice. This is the art of his profession, and he can only learn it by practice. It is as necessary a preparation for assuming the responsibilities of a lawyer as the learning of the science. If he learns it at the bar, it is at the expense of his client; if he learns it in the school, it is at his own expense.

The advantage of the Moot Court System is that it not only indoctrinates a student in the elementary principles of law involved in his cases, but also in the law of remedies. It trains him also in the discussion of facts, and to the exercise of that tact which is so important in real practice.

Practice in Moot Court forms a part of the plan of instruction. Every student is required to bring suits in the forms adapted to all our courts, and to conduct them to final hearing. The professors act as judges, and the students act as attorneys, jurors, clerks and sheriffs.

Course of Study.

This has been selected with care from the best works of the best American authors. It begins with the mere rudiments and extends to every department of law and equity which may be of any practical benefit in this country, and is designed to prepare the student for an immediate entrance upon the active duties of his profession.

It covers above ten thousand pages of living law, and is as comprehensive as the courses requiring two years' study in other law schools. The period which we allow for its completion might be extended, at additional expense of time and money to the students, but we know from long experience that, with the assistance and under the direction of the Faculty, it can be thoroughly accomplished in ten months, and that by requiring this to be done we prepare young men to receive a license to practice, and enable them in the shortest time, and at the least expense, to begin the work of life.

From the vast variety of legal topics, the law of which is taught in this course, the following may be mentioned, to wit:

Husband and Wife, Marriage and Divorce, Parent and Child, Guardian and Ward, Master and Servant, Pleading and Practice in Courts of Law, Pleading and Practice in Courts of Equity, Principal and Agent, Partnership, Factors and Brokers, Bailments, Railways and Other Common Carriers, Administrators and Executors and Probate of Wills, Trustees, Guaranty and Suretyship, Sales, Warranties, Negotiable Instruments, Contracts, Corporations, Torts, Damages, Mortgages, Marine, Fire and Life Insurance, Equity Jurisprudence, Criminal Law and Procedure, Real Property, Evidence, Dower, Landlord and Tenant, Law of Nations, Constitutional Law, Federal Jurisdiction, Copyrights, Patents, Trade Marks, etc.

Text-Books.

FOR THE JUNIOR CLASS.

History of a Lawsuit (Martin's Edition).
 Cooley on Torts.
 Clark on Corporations.
 Kent's Commentaries (Vols. I., II., III.).
 Greenleaf on Evidence (Vol. I.).
 Stephens on Pleading.

FOR THE SENIOR CLASS.

Kent's Commentaries (Vol. IV.).
 Barton's Suit in Equity.
 Story's Equity Jurisprudence.
 Parsons on Contracts.
 Black's Constitutional Law.
 Clark's Criminal Law.

Books for the course may be bought in Lebanon at the prices stated under the head of EXPENSES, which is less than publishers' rates; or, if the student should prefer not to purchase, the books for either class can be rented from book-sellers in Lebanon.

It must be remembered that the books used in this school are the regular text-books of the profession, and will always be needed in practice, and when once bought will last a life-time.

Not a Lecture School.

Remember, this is not a *lecture school*. The law of the text-book is assigned as a lesson to the student, and actually read by him, and he is examined daily in the class room on what he has read.

Time Required.

Each class (Junior and Senior) requires a period of five months, that is, the student on entering the Junior class studies the books of that class for a term of five months, and then passing to the Senior class studies the books of that class for another like term of five months, thus completing the entire course in ten months, or two terms of five months each. The next terms begin on the First Wednes-

day in September, 1904, and the Third Monday in January, 1905. There is a Junior and Senior class beginning with each term, and students may enter at the opening of either term.

Admission to Classes.

No student will be enrolled or allowed the privileges of the class room until he has paid in full the tuition and contingent fees of the particular class which he desires to enter. Partial payments will not be accepted. Young gentlemen should come prepared to comply with this rule.

No previous reading of law, or any special literary qualifications, will be required to enter the school.

No one will be admitted to the Senior class with a view to graduation except such as have gone satisfactorily through the Junior class here.

Students who do not intend to graduate may enter at any time, and in either class.

Examinations.

There are no entrance examinations, but, in addition to the daily recitation in the class room, the student is required to pass a written examination upon each book on its completion; and from his grading on such examinations, together with his standing at class recitations, and his earnestness and fidelity in prosecuting his studies, the Faculty determine his fitness for graduation. Absence from recitations or disorderly conduct will lower the grade.

When to Enter.

It is desirable that students should enter as nearly as possible on the first day of the term. Those entering later will be required to make up such portions of the course as

have been passed over by the class; and where this is not practicable during the term, the student will be required to remain over to complete the course under the direction of the Faculty. No reduction of fees is made for late entrances.

Results.

A graduate of the Lebanon Law School has had the benefit of a year's reading of solid law, and the experience of a year's practice in the Moot Court. As a result he is well grounded in a knowledge of legal principles; he has learned how to talk to a client, how to take a deposition or examine a witness in court, how to prepare his case for trial, how to try it, how to prepare a brief, how to deliver an argument on the facts and on the law. Indeed, he is, on the day he is admitted to the bar, a well-equipped lawyer of experience, and can manage his client's case with the confidence and composure of an old practitioner. The very thorough and practical manner of teaching law in this Law School insures such results to every earnest young man who passes through its course and receives its diploma.

Diploma and License.

A diploma conferring the degree, Bachelor of Laws, will be given to all graduates of the school. To obtain a license in Tennessee to practice law all applicants must pass an examination before the State Board of Law Examiners. It is, however, provided in the law, that the examiners shall visit Lebanon and examine applicants from this school on the ground. The course of study prescribed here, if accomplished under the direction of the Faculty, prepares the young man, in the shortest time possible, and at the least expense for that examination. The license, when author-

ized by the Supreme Court, will be delivered by the Faculty to all successful applicants. It admits one to practice in all courts in Tennessee, State and Federal, and those holding such license, and a diploma from this school, are usually admitted to practice in other States without further examination.

All graduates of the school are invited to remain another year to review, and to induce them to do so no tuition is charged for the second year.

Expenses.

Tuition Fee for term of five months (in advance)	\$50 00
Contingent Fee (in advance), per term.....	5 00
Library Fee (in advance), per term.....	1 00
Boarding in families, per week	\$3 00 to 3 75
Boarding in clubs, per month.....	8 00
Boarding, New Dormitory (\$3.25 to \$3.75 per week)....	70 00
Books for Junior Class, if rented, \$8.00; if bought.....	40 00
Books for Senior Class, if rented, \$9.00; if bought.....	40 00
Washing, per term	\$5 00 to 8 00
Diploma Fee (for Seniors)	5 00

The following table in two columns exhibits a reasonable estimate, based on board at \$3.00 per week, of all necessary expenses:

	SENIOR	JUNIOR
Tuition.....	\$ 50 00	\$ 50 00
Books (rented).....	8 00	9 00
Contingent Fee.....	5 00	5 00
Library Fee	1 00	1 00
Diploma Fee.....	5 00
Board, including room, lights, etc	60 00	60 00
Laundrying.....	5 00	5 00
	<hr/> \$134 00	<hr/> \$130 00

If the books are bought the expenses would be increased, making total for Junior class \$161, and for Senior \$166.

Location.

Lebanon is one of the oldest towns in Middle Tennessee. It celebrated its centennial in 1902. It has been an educational center almost throughout its history. Its people are celebrated for their culture, morality, and hospitality. The students are received into all their homes. Boarding can be had with the best families and at rates mentioned under EXPENSES. It is an ideal community for student life. The University is the chief enterprise of the town, and as a result the citizens are deeply interested in its prosperity. They accord to the student a most hearty welcome. He is at home at their firesides, and receives on all hands words of cheer and encouragement.

Library.

A large and valuable law library for the use of law students is open every day in the week, Sundays excepted. It is located in the law building in a handsomely furnished room, well lighted and heated. In addition to law books, a large amount of the best magazine literature is furnished, thus affording the student ample opportunity for recreation and improvement.

The attention of old graduates is respectfully called to the fact that a law library never stops growing, that to keep abreast of the times, it must continually grow. The Law School will be grateful for donations, great or small, in money or new books, from any of its many friends. During the current year about one thousand dollars' worth of new law books have been added. The Faculty take this opportunity to acknowledge the recent gift to the library of the codes and compiled statutes of Texas, Arkansas and Alabama, which were procured through the kindly offices

of the young gentlemen of the graduating class who represent those States.

Saloons.

Under the laws of the State the sale of intoxicating liquors in Lebanon ceased on the first day of June, 1901. On that day the saloon disappeared forever from the town—a consummation which the largely dominant moral sentiment of the community had for many years demanded—and the Law School can now offer to young men who come here freedom from the baneful influence of tippling houses, a condition favorable to successful study not enjoyed by any other law school known to us. Earnest young men who desire success in life will not fail to appreciate the advantages to be derived from such conditions.

For further information relating to the school address Law School, Lebanon, Tenn.

Summer Law School.

This school opens on the FOURTH THURSDAY IN JUNE of each year and continues for a period of EIGHT WEEKS. Daily lectures will be delivered on the following subjects, and on such others as the necessities of the class may require, and the time allowed may admit, viz.:

Nature of Law in General, Law of Nations, Jurisdiction of Courts, Pleading and Practice in Law and Equity, Marriage and Divorce, Husband and Wife, Parent and Child, Guardian and Ward, Master and Servant, Corporations, Partnerships, Wills, Executors and Administrators, Contracts, Sale and Warranty, Statute of Limitations, Statute of Frauds, Bailments in General, Inn Keepers, Common Carriers of Goods, Common Carriers of Passengers, Commercial Paper, Insurance, Sales of Real Estate, Mortgages, Landlord and Tenant, Dower, Torts and Damages, Crimes and Punishment, etc.

This Summer Course will not take the place of any part of the regular law course in the University, but it will prepare the student for a more thorough comprehension of that course when he shall enter upon its study; and as a post graduate review it will serve to fix in the memory the principles of law already learned. After many years of experience in teaching young men, and in observing their needs, the Faculty are convinced that these lectures will prove greatly beneficial to those who attend them, and they advise all to do so, both those students who may have completed in whole or in part the regular course in the Law School here or elsewhere, and likewise those who are contemplating doing so.

The object is to develop and impress in the most practical manner those principles of law that are of frequent application in the life of the lawyer, the business man, and the citizen. No previous preparation or attainments are required for admission to the class; there are no examinations of any kind, no quizzing, and no text-books.

The time covered by this lecture course falls wholly within the summer vacation, and does not conflict with the duties required in prosecuting the regular law course of the University.

Young men who contemplate entering the Law School in September can obtain the benefits of the lecture course by coming a few weeks in advance of the regular opening, and they will be sure to find it valuable as a preparation for the systematic study of law.

Expenses.

Lecture Fee (strictly in advance)	\$20 00
Boarding in private families, per week	\$2 50 to 3 75

Address

ANDREW B. MARTIN, *Lebanon, Tenn.*

Theological School.

Established in 1852.

Faculty.

DAVID EARL MITCHELL,
President of the University.

JAMES ROBERT HENRY, B.D., DEAN,
Professor of Homiletics and Pastoral Theology.

ROBERT VERRELL FOSTER, D.D.,
Professor of Systematic Theology.

WINSTEAD PAINE BONE, A.M., LIBRARIAN,
Professor of New Testament Greek and Interpretation.

JOHN VANT STEPHENS, D.D.,
Murdock Professor of Ecclesiastical History.

FINIS KING FARR, B.D.,
Professor of Hebrew and Old Testament Interpretation.

CLAIBORNE H. BELL, D.D.,
Professor of Missions and Apologetics.

ROBERT GAMALIEL PEARSON, D.D.,
Professor of the English Bible and Evangelistic Methods.

NATHAN GREEN, LL.D.,
Instructor in Law.

FRANK JAY STOWE, O.M.,
Instructor in Oratory.

EUGENE FEUCHTINGER, A.M.,
Instructor in Music.

Special Lecturers, 1903-1904.

H. M. HAMILL, D.D.

J. LANSING BURROWS, D.D.

General Information.

Relation to Cumberland University and to the General Assembly.

The Seminary was founded in pursuance of an "overture" made to the Trustees of Cumberland University by the General Assembly of the Cumberland Presbyterian Church, in May, 1849, the acceptance of which overture by the Trustees was reported to the Assembly in May, 1850, whereupon the Assembly immediately appointed a committee to prepare and report a "plan" for the establishment of the institution. This plan was reported and adopted at the meeting of the Assembly in May, 1852, and was accepted by the Trustees, and the school was opened in September, 1853. According to this organic law of the institution, the Seminary is to be "subjected to the control of the Assembly," but is to be operated by the Trustees, as the Theological Department of Cumberland University. The Trustees have directed that Seminary students shall have the privilege of pursuing, free of charge, such studies as they may wish to take in other departments of the University, the Seminary Faculty, in any such case, having been consulted and consenting.

Classes of Students.

Regular Students are those who pursue the Classical Course of three years, on the completion of which the Seminary's diploma is awarded and the degree of Bachelor of Divinity conferred.

English Students are those who pursue the English Course of two years, on the completion of which a certificate is awarded.

Special Students are those who pursue only some part of the regular courses of study. To these no certificate is awarded. A statement of the work performed by such students is given upon request.

Graduate Students are those who, having completed the Classical Course, pursue further studies under the direction of the Faculty.

Objects, and Conditions of Admission.

While the Seminary's chief object is to train men for the ministry of the Gospel, in the Cumberland Presbyterian Church, it is open to all Christian men and women who desire such preparation as it can afford for usefulness in any department of Christian work.

Students of other Seminaries, bearing testimonials of honorable dismissal, are received *ad eundem gradum*.

Those desiring to enter either the Classical or the English course of study, who have not received the degree of Bachelor of Arts, or its equivalent, from some reputable institution of learning, must present satisfactory evidence, by examination or otherwise, that they are capable of pursuing the course with profit. Special students must satisfy the same requirement with reference to the particular studies which they desire to undertake.

The Seminary Year.

The Seminary year begins on the first Thursday in October and closes on the Tuesday before the second Thursday in May. The year is divided into two terms. Thanksgiving Day and Christmas week are holidays. Monday is the weekly holiday.

Fees and Expenses.

No charge is made for instruction. Applicants for admission to the Seminary, whatever the studies they wish to pursue, must pay a contingent fee of \$5.00, and a library fee of \$1.00, for each term of the Seminary year; and until these fees are paid, no one can be enrolled as a Seminary student. When students enter late in the term, no deduction is made from the contingent and library fees.

Comfortable rooms, furnished, are provided at Divinity Hall for all Seminary students desiring to occupy them. No rent is charged, but each occupant must furnish his fuel and lights, also pay a fee of twenty-five cents a month in advance, as a means of providing a fund for having the rooms cared for and kept in repair. Those using these rooms are expected to take their meals at Divinity Hall, the rate for table board being \$7.50 per month. Families with children are not received at Divinity Hall.

The new dormitory on the University campus affords excellent accommodations to students at rates from \$13.00 a month up, according to character of rooms.

Board and lodging may be had in private families and boarding houses in Lebanon at from \$12.00 to \$15.00 per month.

Financial Aid.

The Seminary has a limited fund with which to aid probationers, and deserving students may also receive aid from Presbyteries, from Christian friends, and from the General Assembly's Educational Society. Communications on this subject should be addressed to the Dean of the Seminary.

Regular Seminary Exercises.

A daily devotional service, conducted by members of the Faculty or by students, is an important feature of the religious life of the Seminary. Subjects for prayer, meditation or discourse in connection with this service are usually announced in advance.

Near the opening and close of each Seminary year, the sacrament of our Lord's Supper is observed by the Faculty and students.

At the weekly Rhetoricals, sermons and addresses are delivered by the students, papers read, and practical questions of importance discussed. Members of the Faculty conduct these exercises and offer their criticisms and suggestions, either in public or in private.

The Seminary Young Men's Christian Association, described below, holds a missionary meeting monthly. The exercises are conducted according to a program carefully planned in advance, and are a source of missionary inspiration and information.

Under the direction of this Association, several voluntary classes among the students pursue the courses of studies in Missions arranged from year to year by the Student Volunteer Movement.

Student Activities.

Every Seminary student is enrolled as a member of the Seminary Young Men's Christian Association, which is connected with the Theological Section of the Collegiate Department of the International Y. M. C. A. work. By virtue of this connection, the Seminary receives frequent visits from the Secretaries representing this department of Christian activity. The students elect their own officers, and send one or more of their number as delegates to the annual convention of Seminary Y. M. C. A. workers. The Association has Executive, Devotional and Missionary Committees, on each of which the Faculty is represented.

The Seminary Circle of Church Extension is a voluntary organization among the students, for the purposes of training in personal work, of reaching neglected and destitute regions with the Gospel, and of providing work for students during the vacation months. By the efforts of this organization, many places adjacent to Lebanon have been supplied with preaching, and Sunday schools have been maintained in needy neighborhoods. The Circle has the commendation and support of the entire Faculty.

The Theological Student Body, for the orderly consideration of matters which concern it as such, maintains a formal organization, electing its own officers and holding business meetings upon call.

The Caruthers and Heurethelian literary societies of the University are open to Seminary students, whom the Faculty cordially encourage to join, for the sake of the literary culture, parliamentary training, and social intercourse, which such societies afford.

The Seminary Equipment.

The Seminary occupies almost the entire second floor of Memorial Hall of Cumberland University. Public exercises are held in the Seminary chapel, in the general chapel in the same building, in Caruthers Hall, or in the Cumberland Presbyterian Church of Lebanon, as the occasion may require.

The Hale Reference Library of the Seminary, beautifully and substantially furnished, contains over eighteen hundred volumes of standard and recent works of reference, catalogued and arranged by subjects, which are constantly used by the students. Here are also to be found the most important American and English theological publications. In the room adjoining the Hale Reference Library are the several thousand volumes, from the Murdock and Beard libraries and other sources, which constitute the remainder of the Seminary library. In the Mitchell Library of the College, on the floor below, the student may consult the standard works of literature, science and philosophy, and the best current periodicals in these departments.

The Seminary Chapel seats one hundred and fifty, is carpeted, well lighted, and excellently furnished.

The Mission Room has been arranged by the care and toil of Dr. C. H. Bell and Mrs. Bell. It serves as a museum and lecture-room for the study of Missions. Here is to be found a very fine collection of interesting objects from many mission fields, including a complete and full-sized *fac simile* of a room in a Japanese dwelling of the better class.

There are three spacious class-rooms, with maps and blackboards, a private office for the Dean of the Seminary, and a convenient cloak-room.

It may be suggested to friends of the Seminary that the endowment fund should be further increased, as well as the fund for the assistance of students; that numerous details of equipment remain to be supplied; and that money for the purchase of new books is a constant need. Correspondence on these subjects will be welcomed by the Trustees, the Dean, or any member of the Faculty.

Special Lectures and Addresses.

There are frequent opportunities for securing the services of well-known workers in many fields of Christian activity, for formal or informal addresses to the Seminary students. Due acknowledgment of the favors in this line which have been enjoyed during the current year will be made in the forthcoming catalogue of the Seminary.

Courses of Study.

The Classical Course, of three years, leads to the degree of Bachelor of Divinity.

The English Course, of two years, omits the study of the Old and New Testaments in the original languages.

In the first year of the English Course, three hours per week are devoted to English language studies. The English student may also, in his first year, give two hours per week to General History, or three hours to American Literature, but these courses cannot both be taken in the same year.

In the second year of the English Course, the student is allowed to select, subject to the direction of the Faculty, not less than sixteen hours per week from the studies of the Middle and Senior years in the departments of English Bible, Systematic Theology, Ecclesiastical History, Practical Theology, Missions, Oratory, and Law.

All students in their first year are required to hand in, weekly, a short theme upon a subject assigned, for criticism by the Faculty.

During part of the year, a special course of reading in the masterpieces of English literature is given by members of the Faculty. This course will be required of all English students in their first year, and will be open to other students as well.

The following tabular statements show the work of the Classical and English courses, and their relation to each other.

JUNIOR YEAR.

REQUIRED OF CLASSICAL STUDENTS.

	HOURS PER WEEK.	
	FIRST TERM.	SECOND TERM.
Hebrew Language.....	4	4
New Testament Greek and Interpretation	2	2

REQUIRED OF BOTH CLASSICAL AND ENGLISH STUDENTS.

Introduction to Theology and Philosophy....	2	..
Systematic Theology	2
Old Testament History.....	1	1
Church Polity and Presbyterian Law.....	2	..
History of the Jewish Nation.....	..	2
Practical Theology	2	2
(Two sermons to be handed in for private or class criticism.)		
English Bible and Evangelistic Methods	1	1
Missions.....	1	1
Oratory.....	2	2
Music	1	1

REQUIRED OF ENGLISH STUDENTS.

English Language Studies	3	3
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OPTIONAL WITH ENGLISH STUDENTS.

General History	2	2
or		
American Literature.....	3	3

MIDDLE YEAR.

REQUIRED OF CLASSICAL STUDENTS.

(Second year English Course selected from courses marked *.)

Old Testament Interpretation, in Hebrew.....	2	2
New Testament Greek and Interpretation ...	3	3
* Systematic Theology, to Soteriology	3	3
* Ecclesiastical History.....	3	3

	HOURS PER WEEK.	
	FIRST TERM.	SECOND TERM.
* Practical Theology.....	2	2
(Two sermons to be handed in for private or class criticism.)		
* English Bible and Evangelistic Methods.....	1	1
* Missions, including lectures on Ethnic Religions in contrast with Christianity.....	1	1
* Oratory.....	2	2
* The Law of Nations and Constitutional Law: two weeks during the second term.		

SENIOR YEAR.

REQUIRED OF CLASSICAL STUDENTS.

(Second year English Course selected from courses marked *.)

Old Testament Interpretation, in Hebrew..	2	2
New Testament Greek and Interpretation.....	3	3
* Systematic Theology, completed.....	3	3
* American Church History : history of the Cumberland Presbyterian Church.....	3	3
* Practical Theology.....	2	2
(Two sermons to be handed in for private or class criticism, one discourse to be delivered in the Seminary Chapel, in the presence of Faculty, students and visitors.)		
* English Bible and Evangelistic Methods.....	1	1
* Missions and Apologetics.	1	1
* Oratory	2	2
* The Law of Evidence: two weeks during the second term.		

Catalogue of Students.

SCHOOL OF LIBERAL ARTS.

GRADUATE STUDENTS.

Ditzler W. Bridges, Kentucky.....	Language
A.B., Cumberland University.	
Nellie Childress, Kentucky	Language
A.B., Cumberland University.	
Ward Crews, Tennessee.....	Language
A.B., Cumberland University.	
D. Hutchinson, Montana.....	History and Ethics
A.B., A.M., McGill University, Canada.	
E. B. Landis, Illinois	Philosophy
A.B., Cumberland University.	
James Henry Pylant, Tennessee.....	Philosophy
A.B., Cumberland University.	
P. M. Simms, Tennessee.....	Sociology and Political Economy
A.B., B.D., Cumberland University.	
T. B. Simms, Tennessee.....	Philosophy
A.B., Cumberland University.	
J. E. Turner, Illinois.....	Science
A.B., Lincoln University.	

UNDERGRADUATES.

SENIOR CLASS.

Bone, John N.....	Texas
Harris, Walter.....	Tennessee
Hinds, Kate.....	Tennessee
Hinson, Thomas Goodrich.....	Tennessee
Martin, Mabel.....	Tennessee
McLean, Leland.....	Kentucky
Suddarth, William Wallace.....	Tennessee
Walker, Joseph Clay.....	Tennessee
Weir, Lee.....	Tennessee
Seniors, 9.	

JUNIOR CLASS.

Barksdale, William E.....	Louisiana
Marshall, Robert Lyle.....	Tennessee
McClain, J. Scott.....	Tennessee
Orr, Thaddeus B.....	Tennessee
Smith, Arthur W.....	Pennsylvania
Juniors, 5.	

SOPHOMORE CLASS.

Bentley, A. J. S.....	Tennessee
Bridges, Marvin Orestus	Tennessee
Crawford, Andrew Jackson.....	Mississippi
Endsley, C. Ross.....	Tennessee
Flaniken, Robinson Beard.....	Tennessee
Grannis, Joseph Canfield.....	Tennessee
Harris, W. Lee.....	Tennessee
Moser, Robert Alford.....	Tennessee
Taylor, Andrew Jackson.....	Kentucky
White, Roma G.....	Oregon
Sophomores, 10.	

FRESHMAN CLASS.

Ashley, George C.....	Tennessee
Baxter, Ernest Barbee.....	Tennessee
Bennett, Oakley Adair.....	Mississippi
Bogges, Delsie.....	Tennessee
Bogges, Dott.. ..	Tennessee
Bramblett, J. Percy.....	Tennessee
Brame, Vivian Mae.....	Kentucky
Bridges, Milton Lafayette.....	Tennessee
Callan, James	Alabama
Case, Rush	Georgia
Chadwick, Cleve.....	Tennessee
Cochran, Robert C.....	Tennessee
Crews, Benjamin Franklin.....	Texas
Crouch, Jack, Jr.....	Tennessee
Drane, John M.....	Tennessee
English, Robert Jefferson.....	Tennessee
Eulless, Ethel.....	Tennessee
Harmon, Robert	Tennessee
Harmon, Fletcher	Tennessee

Head, John Allen.....	Tennessee
Henry, Charles Cole....	Georgia
Henry, Thomas Gilbert.....	Tennessee
Hudson, Frederick Leonidas.....	Tennessee
Landram, Hugh Kerr.....	California
Lowry, George A.....	Alabama
Mace, Kathrine N.....	Tennessee
Martin, Leslie.....	Tennessee
Martin, Kenneth.....	Tennessee
McDowell, Stanley Wilton.....	Tennessee
McNeeley, Harry W.....	Tennessee
Miller, Claude M.....	Tennessee
Murray, Paul Monroe.....	Tennessee
Neal, Basil.....	Tennessee
Paty, Thomas.....	Tennessee
Robertson, Abner.....	Tennessee
Shuman, William.....	Ohio
Scott, Roscoe.....	Tennessee
Smith, Margaret Alice.....	Tennessee
Stephens, Horrace V.....	Tennessee
Sullivan, C. B.....	Kentucky
Watson, Rodolph Burney.....	Kentucky
Freshmen, 41.	

SPECIAL STUDENTS.

Baranda, Juan Francisco.....	Cuba
Baranda, Raymond.....	Cuba
Cragwall, William C.....	Tennessee
Campbell, Claire.....	Tennessee
Dickson, Alva Earle.....	Arkansas
Fryer, Lillian.....	Tennessee
Guthrie, Baxter Ewin.....	North Carolina
Guynn, Henry McEwin.....	Kentucky
Helm, Mary.....	Kentucky
Hereford, Charles M.....	Alabama
James, William.....	Tennessee
Keck, Ruby.....	Tennessee
Killian, Ethel.....	Alabama
McKibben, John A.....	Oklahoma
Minton, Elbert Leslie.....	Tennessee

Moon, David Henry.....	Texas
Nichols, Bavin Graughie.....	Tennessee
Parks, John	Indian Territory
Potts, Floy	Mississippi
Russell, William Thomas.....	Tennessee
Sade, William Isaac.....	Arkansas
Sanders, Robert T.....	Tennessee
Smith, Frank D.	Tennessee
Stephens, John Thomas	Alabama
Stevens, John Barry.....	Tennessee
Smizer, Merritt.....	Tennessee
Stratton, Julia.....	Tennessee
Teague, Sherman.....	Illinois
Witteman, Cline H.	Missouri
Womack, Richard B.....	Tennessee
Williams, T. Scott.....	Tennessee
Special students, 31.	

ENGINEERING STUDENTS.

Lawrance, Eulless.....	Tennessee
Spencer, Collis Mitchell	Tennessee
Willard, Clyde	Virginia
Engineering students, 3; Total, 108.	

SCHOOL OF ORATORY.

Abney, James Henry.....	Tennessee
Barksdale, William E.....	Louisiana
Baxter, Ernest Barbee.....	Tennessee
Bennett, Oakley Adair.....	Mississippi
Bridges, Marvin Orestus.....	Tennessee
Callan, James Alexander.....	Alabama
Crawford, Andrew Jackson.....	Mississippi
Drane, John M.....	Tennessee
Head, John Allen.....	Tennessee
James, William Arthur.....	Tennessee
Killian, Ethel.....	Alabama
Kinnard, Harry W.....	Texas
Lipscomb, Joel A.....	Texas

Logan, William Thomas	Tennessee
Mace, Katharine Nicholson	Tennessee
McKinzie, John Herbert	Tennessee
Moser, Robert Alfred	Tennessee
Paty, Thomas Cleveland	Tennessee
Sherrod, Grover Cleveland	Texas
Smizer, Merritt Booker	Tennessee
Stieren, Paul Remer	Texas
Waddell, James B.	Arkansas
Woestemyer, Frederick Otto	Kansas
White, Roma G.	Oregon
Woodfin, William M	Tennessee
Vernon, James Francis	Oregon
Total, Oratory, 26.	

LAW SCHOOL.

SENIOR CLASS.

Anderson, James Campbell	Tennessee
Ashley, J. H.	Tennessee
Bently, Frank	Tennessee
Botts, George Walker	Arkansas
Carden, Frank Stamper	West Virginia
Cole, John Freeman	Tennessee
Curtis, Albert Burch	Indian Territory
Dalton, Elmo M	Tennessee
Davis, Claude C	Tennessee
Dedman, P. G.	Tennessee
Donnelly, A. C.	Tennessee
Drennan, Joseph Benjamin	Tennessee
England, Jesse L.	Tennessee
Foster, Joseph Walter	Indian Territory
Fults, Jefferson Davis	Tennessee
Fuqua, Ben J.	Tennessee
Gardner, Claude N.	Tennessee
Golliday, George	Tennessee
Harris, William Bright	Tennessee
Hartle, R. G.	Missouri
Harralson, George Grayson	Kentucky

Hanby, J. T.....	Mississippi
Hickey, Rufus Morgan.....	Tennessee
Hood, Walter Williamson.....	Pennsylvania
Hollingsworth, M. H.....	Tennessee
Hughes, William Maddox.....	Tennessee
Kennard, Harry W.....	Texas
Lane, Julian Erwin.....	Georgia
Lipscomb, Joel Abner.....	Texas
Martin, Alfred Coleman.....	Arkansas
Mayfield, Charles S.....	Tennessee
Mitchell, John Ridley.....	Tennessee
Morford, Lusk.....	Tennessee
Mooney, Cleander Cleon.....	Tennessee
Moss, James Ross.....	Tennessee
McWilliams, Samuel Joseph.....	Tennessee
Norville, Alma Sidney.....	Tennessee
Parker, J. Elworth.....	Florida
Partlow, Ira W.	Virginia
Pinkerton, Robert Lee.....	Tennessee
Rainey, Robert M.....	Texas
Ramsey, Jacob Coleman.....	North Carolina
Reed, Hugh... ..	Alabama
Saunders, James Franklin	Colorado
Sherwood, Grover Cleveland.....	Tennessee
Shute, Thomas Edwin.....	Tennessee
Steiren, Paul Remer... ..	Texas
Smith, Campbell.....	Tennessee
Sykes, John Jackson Napoleon.	Tennessee
Templeton, George Mabry.....	Tennessee
Thomason, Jasper Newton.....	Tennessee
Torbett, Eugene K.....	Arkansas
Trousdale, Otis Murphey.....	Tennessee
Waddell, James Bonnie.....	Arkansas
Waterhouse, Clarence C.....	Tennessee
Wear, Samuel McConnell.....	Missouri
Wilkerson, Leonard Franklin.....	Tennessee

Seniors, 57.

JUNIOR CLASS.

Bell, L. S.....	Kentucky
Black, Eugene.....	Texas

Bonner, Shearon.....	Texas
Brown, H. B.....	Tennessee
Dannis, S. B.....	Alabama
Dedman, P. G.....	Tennessee
Duncan, C. C.....	Kentucky
Haney, John T.....	Mississippi
Hendrick, I. H.....	Texas
Martin, G. M.....	Tennessee
Moore, W. S.....	Tennessee
McKenzie, J. H.....	Tennessee
Phillips, A. L.....	Kansas
Rice, R. E.....	Tennessee
Rust, F. S.....	Tennessee
Sanders, R. C.....	Tennessee
Stickley, R. H.....	Tennessee
Juniors, 17; Total, 74.	

CONSERVATORY OF MUSIC.

PIANO.

Andrew, Emma.....	Kentucky
Bouton, Ethel.....	Tennessee
Brown, David.....	Tennessee
Callan, Anna.....	Alabama
Clark, W. G.....	Mississippi
Davis, Mamie.....	Mississippi
Davis, Hattie D.....	Kentucky
Dierks, Mary.....	Arkansas
Drawhorn, Willie.....	Alabama
Ellis, W. K.....	Mississippi
Fryer, Lilian.....	Tennessee
Goodbar, Mrs. C. L.....	Missouri
Grissom, Miss.....	Kentucky
Grissom, Lena.....	Kentucky
Grigg, Mrs. Mattie.....	Tennessee
Gwynn, Bettie.....	Mississippi
Gollothan, Olive.....	Tennessee
Hayes, Alice.....	Tennessee

Hearn, Bessie.....	Tennessee
Helm, Mary.....	Kentucky
Hinds, Kate.....	Tennessee
Hill, Signa.....	Tennessee
Hollis, G'Nette ..	Tennessee
Hunter, Annie.....	Texas
Keck, Ruby.....	Tennessee
Leeper, Ada.....	Kentucky
Liggett, Eugene.....	Mississippi
Mitchell, Mrs. D. E.....	Tennessee
Neely, W. S.....	Illinois
Noel, Will.....	Tennessee
Palmer, Pauline.....	Tennessee
Simpson, Blanche.....	Tennessee
Simpson, Della.....	Tennessee
Stratton, Julia.....	Tennessee
Stevens, Mrs. H. W.....	Illinois
Talliferro, Ruth.....	Tennessee
Waddell, Irma.....	Tennessee
Washington, Kathryn.....	Mississippi
Piano, 38.	

VOICE.

Bostic, J. J.....	Illinois
Ellis, M. K.....	Mississippi
Fryer, Lilian.....	Tennessee
Farr, Prof. F. K.....	Tennessee
Gardner, E. O.....	Tennessee
Hamilton, Mrs. Nellie.....	Tennessee
Hinson, Thomas G.....	Tennessee
Hogan, L. R.....	Tennessee
Hollis, G'Nette.....	Tennessee
Johnson, Vivienne.....	Tennessee
Keck, Ruby.....	Tennessee
Logan, W. T.....	Indian Territory
Neely, W. S.....	Illinois
Poe, Floyd.....	Tennessee
Sanders, Margaret.....	Tennessee
Stevens, H. W.....	Illinois

Walker, J. C.....	Tennessee
Washington, Kathryn	Mississippi
Voice, 18.	

VIOLIN AND BRASS INSTRUMENTS.

Baird, William	Tennessee
Cowan, John.....	Tennessee
Clark, Fred.....	Mississippi
Dillard, B. J.....	Tennessee
Donnell, George	Tennessee
Dougherty, Guy	Tennessee
Giardina, William	Mississippi
Hartsfield, Samuel... ..	Tennessee
Hawks, Samuel.....	Tennessee
Ligon, P. F.....	Tennessee
Logan, W. T.....	Indian Territory
Taylor, George.....	Tennessee
Weir, R. C	Tennessee
White, R. G.....	Tennessee
Violin and Brass Instruments, 14.	

HARMONY.

Andrew, Emma.....	Kentucky
Breese, Edna	Illinois
Callan, Anna	Alabama
Clark, Walter.....	Mississippi
Davis, Hattie.....	Kentucky
Davis, Mamie.....	Mississippi
Drawhorn, Willie	Alabama
Fryer, Lilian	Tennessee
Gregory, Mary.	Tennessee
Helm, Mary	Kentucky
Johnson, Vivenne.....	Tennessee
Keck, Ruby.....	Tennessee
LaGrone, Gladys	Arkansas
Leeper, Ada	Kentucky
Locke, Alta.....	Arkansas
Stevens, H. W.....	Illinois
Simms, Alice	Tennessee
Simpson, Blanche	Tennessee

Spicer, Blanche.....	Illinois
Waddell, Irma.....	Tennessee
Washington, Kathryn	Mississippi
Wilmore, Clara	Kentucky
Harmony, 22.	

DEPARTMENT IN THE LEBANON COLLEGE FOR YOUNG LADIES.

INSTRUMENTAL.

Allen, Maggie	Arkansas
Barton, Edna.....	Tennessee
Beals, Marion.....	Illinois
Bennett, Leta....	Tennessee
Bell, Pearl.....	Mississippi
Bone, Mildred	Kentucky
Bostic, Clara.....	Tennessee
Bradley, May Belle.....	Tennessee
Braley, Nevie.....	Texas
Bresse, Edna	Illinois
Brian, Addie.....	Kentucky
Brown, Georgia.....	Kentucky
Brown, Nannie	Kentucky
Cannon, Vera.....	Tennessee
Conatser, Olga.....	Tennessee
Cox, Louise.....	Mississippi
Crawford, Iva	Tennessee
Crump, Addie.....	Mississippi
Dalton, Mattie Glen.....	Mississippi
Davidson, Blanche.....	Tennessee
Davis, Louise.....	Mississippi
Davis, Eva	Tennessee
Dierks, Mae	Arkansas
Douglass, Allyn	Tennessee
Dunlap, Lena.....	Tennessee
Elam, Vera.....	Tennessee
Faulkner, Thula.....	Tennessee
Fitzpatrick, Katie	Tennessee
Flanniken, Mary	Tennessee
Foster, Kathryn.....	Tennessee
Foster, Laura	Tennessee

Gallerher, Kate	Tennessee
Gallerher, Ruth	Tennessee
Gowdey, Nettie	Mississippi
Granger, Ethel	Tennessee
Gregory, Mary	Tennessee
Guess, Mable	Kentucky
Guynn, Bettie	Mississippi
Hamilton, Courtney	Tennessee
Hamilton, Lilian	Tennessee
Harrell, Eva	Illinois
Harper, Cecil	Indian Territory
Harper, Grace	Indian Territory
Hawks, Lou Kate	Tennessee
Hawks, Carrie	Tennessee
Hawks, Bessie	Tennessee
Headen, Dona	Tennessee
Henry, Elsie	Kentucky
Hix, Edna	Tennessee
Hix, Nannie	Tennessee
Hillis, Jessie	Tennessee
Hunter, Ethel	Tennessee
Hunter, Annie Mai	Texas
Johnson, Vivenne	Tennessee
Johnston, Vera	Kentucky
Kuru, Tsuru C	Japan
Kyle, Sid	Alabama
Kyle, Vic	Alabama
LaGrone, Gladys	Arkansas
Landis, Ida	Tennessee
Locke, Alta	Arkansas
Logan, Mrs.	Tennessee
McCauley, Ruby	Tennessee
McFarland, Laile	Tennessee
McFarland, Elizabeth	Tennessee
Nichols, Jettie	Kentucky
Norris, Mattie	Tennessee
Ogilvie, Myrtle	Tennessee
Ogilvie, Virginia	Tennessee
Penton, Beatrice	New Mexico

Penton, Marie	New Mexico
Powell, Lelia	Tennessee
Powell, Blanche	Tennessee
Powell, Cornelia	Alabama
Puryear, Jennie	Tennessee
Reagor, Lelia	Tennessee
Reyer, Lucile	Mexico
Reyer, Agatha	Mexico
Rucker, Ruth Dayle	Texas
Russell, Mellie	Alabama
Russell, Annie	Alabama
Sanders, Margaret	Tennessee
Simms, Mrs. P. M	Tennessee
Simms, Alice	Tennessee
Simms, Miss	Tennessee
Shannon, Nina	Tennessee
Shelton, Ruby	Alabama
Shepherd, Agnes	Tennessee
Spicer, Blanche	Illinois
Strong, Lucile	Alabama
Thompson, Beth	Alabama
Walker, Kate	Kentucky
Ward, Ruby	Tennessee
Watson, Ora	Kentucky
Watson, Lily	Kentucky
Weir, Era	Tennessee
Weir, Ina	Tennessee
Westbrook, Erin	Tennessee
Williams, Maggie	Tennessee
Wilson, Ava	Tennessee
Wilmore, Clara	Kentucky
Instrumental, 102.	

VOICE.

Andrew, Emma	Kentucky
Barton, Edna	Tennessee
Barclay, Emma	Alabama
Bennett, Leta	Tennessee
Bresse, Edna	Illinois
Cloar, Nola	Tennessee
Conatser, Olga	Tennessee

Cox, Louise.....	Mississippi
Dierks, Mae.....	Arkansas
Foster, Miss.....	Tennessee
Foster, Kathryn.....	Tennessee
Grisson, Miss.....	Kentucky
Harper, Grace.....	Indian Territory
Harper, Cecil.....	Indian Territory
Harrell, Eva.....	Illinois
Harris, Elizabeth.....	Tennessee
Jennings, Mamie.....	Tennessee
Johnson, Willie Sue.....	Tennessee
Johnson, Vivienne.....	Tennessee
LaGrone, Gladys.....	Arkansas
Locke, Alta.....	Arkansas
McClannahan, Annie.....	Tennessee
McAdams, Eleanor.....	Tennessee
Mosely, Anita.....	Mississippi
Nichols, Pearl.....	Texas
Powell, Mrs.....	Kentucky
Roberts, Miss.....	Texas
Rucker, Ruth Dayle.....	Texas
Simms, Alice.....	Tennessee
Shepherd, Agnes.....	Tennessee
Spicer, Blanche.....	Illinois
Suggs, Annie Clair.....	Tennessee
Waddell, Irma.....	Tennessee
Weir, Amy.....	Tennessee
Weir, Era.....	Tennessee
Webber, Madge.....	Illinois
Wilmore, Clara.....	Kentucky
Wilson, Ava.....	Tennessee
Voice, 38.	

THEOLOGICAL SCHOOL.

SENIOR CLASS.

1 Abney, James Henry.....	Tennessee
A.B., Bethel College	Hopewell Presbytery
2 Clack, Isaac Newton.....	Texas
Trinity University	Lebanon Presbytery

3	Gardner, Oscar E.....	Tennessee
	A.B., Bethel College	Hopewell Presbytery
4	Lewis, Lemuel Jackson.....	Tennessee
	A.B., Cumberland University	Lebanon Presbytery
5	Leeper, E. C.....	Kentucky
	A.B., Cumberland University	Princeton Presbytery
6	Logan, William Thomas.....	Indian Territory
	A.B., Cumberland University	Mayfield Presbytery
7	Mitchell, Thomas Adkins	Texas
	A.B., Trinity University	Lebanon Presbytery
8	Poe, Walter Floyd.....	Tennessee
	A.B., Cumberland University	Chattanooga Presbytery
9	Spears, George McDonald.....	Kentucky
	Center College	Louisville Presbytery
10	Totten, Leo L.....	Washington
	B.S., Washington State School of Science	Walla Walla Presbytery
11	Trousdale, Otis Murphy.....	Tennessee
	A.B., LL.B., Cumberland University	Columbia Presbytery
12	Willhoit, Thomas Madison.....	Texas
	Trinity University	Corsicana Presbytery
13	Woestemeyer, Frederick Otto.....	Kansas
	B.S., Kansas State Agricultural College	Kansas City Presbytery
14	Wozencraft, William Oliver.....	Arkansas
	L.B., Central Christian College	Lebanon Presbytery

MIDDLE CLASS.

1	Arthur, Elijah.....	Indiana
	A.B., Franklin College	Indiana Presbytery
2	Beard, Elvin Taylor.....	Tennessee
	A.B., University of Nashville	Madison Presbytery
3	Bennett, Samuel Moses.....	Alabama
	Sumach Seminary	Talladega Presbytery
4	Bostick, James Johnson.....	Illinois
	A.B., Lincoln College	Vandalia Presbytery
5	Cude, Oliver C.....	Texas
	Bethel College	Lebanon Presbytery

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|----|---------------------------------------|------------------------|
| 6 | Davis, G. S..... | Texas |
| | Trinity University | Pease River Presbytery |
| 7 | Huber, Joseph Wilhelm..... | Illinois |
| | A.B., Lincoln College | Lincoln Presbytery |
| 8 | Love, E. W..... | Arkansas |
| | Barren Fork School | White River Presbytery |
| 9 | Price, Andrew Kell | Tennessee |
| | Cumberland University | Columbia Presbytery |
| 10 | Robison, George Daniel..... | Tennessee |
| | L.I., University of Nashville | Lebanon Presbytery |
| 11 | Robison, James McGill..... | Tennessee |
| | Cumberland University | Lebanon Presbytery |
| 12 | Scroggs, George Robert..... | Missouri |
| | Greenfield College | Springfield Presbytery |
| 13 | Stevens, H. Wallace..... | Illinois |
| | A.B., National Normal University | Lebanon Presbytery |
| 14 | Tucker, Pitser Duff..... | Texas |
| | A.B., Trinity University | Lebanon Presbytery |
| 15 | Vernon, James Francis..... | Oregon |
| | Mineral Springs College | Willamette Presbytery |
| 16 | Willhoit, John Burk..... | Tennessee |
| | Flint Springs Academy | Chattanooga Presbytery |
| 17 | Wittelman, Cline H..... | Missouri |
| | B.S.D., Missouri State Normal College | Lebanon Presbytery |
| 18 | Zeigel, A. F... .. | Missouri |
| | A.B., Missouri Valley College | Cookeville Presbytery |

JUNIOR CLASS.

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|---|-----------------------------|------------------------|
| 1 | Beecham, Anthony G..... | Illinois |
| | Trinity University | Ewing Presbytery |
| 2 | Brown, David... .. | Tennessee |
| | A.B., Cumberland University | Chattanooga Presbytery |
| 3 | Buchanan, Thomas..... | Tennessee |
| | A.B., Cumberland University | Lebanon Presbytery |
| 4 | Clark, George Lyman..... | Illinois |
| | B.L., Lincoln College | Sangamon Presbytery |

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|----|---------------------------------|--------------------------|
| 5 | Crafton, C. E..... | Tennessee |
| | Bethel College | Obion Presbytery |
| 6 | Hail, Will P..... | Alabama |
| | Southern University | Birmingham Presbytery |
| 7 | Hogan, L. R..... | Mississippi |
| | University of Mississippi | Oxford Presbytery |
| 8 | Jacobs, Benjamin Franklin..... | Kentucky |
| | Marion High School | Princeton Presbytery |
| 9 | Jordan, John Walter..... | Mississippi |
| | Piedmont Seminary | Bell Presbytery |
| 10 | Kennedy, Allen..... | Arkansas |
| | University of Arkansas | Fort Smith Presbytery |
| 11 | Kimbrough, Charles H..... | Texas |
| | A.B., Cumberland University | Lebanon Presbytery |
| 12 | McCaffity, Samuel Franklin.... | Texas |
| | A.B., Trinity University | Abilene Presbytery |
| 13 | McCammon, William Albert. | Missouri |
| | A.B., Missouri Valley College | Lexington Presbytery |
| 14 | Newsome, Reuben Gyce..... | Arkansas |
| | A.B., Oxford College | Morrilton Presbytery |
| 15 | Rives, R. R..... | Texas |
| | A.B., Trinity University | Fort Worth Presbytery |
| 16 | Shelton, William Jefferson..... | Tennessee |
| | University of Nashville | Chattanooga Presbytery |
| 17 | Smith, James Hardin..... | Tennessee |
| | B.S., Hiwassee College | Knoxville Presbytery |
| 18 | Wear, Samuel Lee..... | Texas |
| | A.B., Trinity University | Red Oak Presbytery |
| 19 | Wheeler, W. L..... | Tennessee |
| | L.I., University of Nashville | Elk Presbytery |
| 20 | Williams, Marion D..... | Texas |
| | A.B., Cumberland University | Mound Prairie Presbytery |
| 21 | Woodfin, William Moses..... | Tennessee |
| | A.B., University of Nashville | Lebanon Presbytery |
| 22 | Youree, J. M..... | Tennessee |
| | A.B., Bethel College | Hopewell Presbytery |

ENGLISH STUDENTS.

- 1 Clark, Mrs. G. L..... Illinois
Lincoln College
- 2 Ellis, William S..... Arkansas
B.S., Iuka Normal School Burrow Presbytery
- 3 Guthrie, Baxter E..... North Carolina
Bell Institute East Tennessee Presbytery
- 4 Gwynn, Henry McEwen..... Kentucky
Alexander Training School Owensboro Presbytery
- 5 Hereford, Charles Miller..... Alabama
Robert Donnell High School Robert Donnell Presbytery
- 6 Jones, Rollin R..... Pennsylvania
Assembly's Course of Study Pittsburg Presbytery
- 7 Kennedy, Mrs. Allen..... Arkansas
- 8 McBryde, John Andrew..... Mississippi
Bethel College Yazoo Presbytery
- 9 Neely, William S..... Indiana
B.L., Lincoln College Lincoln Presbytery
- 10 Nichols, B. G..... Tennessee
Edgewood School Clarksville Presbytery
- 11 Russell, William T..... Tennessee
Roane College Knoxville Presbytery
- 12 Sade, W. I..... Arkansas
Mt. Pleasant Academy White River Presbytery
- 13 Stephens, J. T..... Alabama
Robert Donnell High School Talladega Presbytery
- 14 Stevens, J. B..... Tennessee
Lebanon Presbytery
- 15 Taylor, Andrew J..... Kentucky
Cumberland University Logan Presbytery
- 16 Teague, Sherman A..... Illinois
Missouri Valley College Los Angeles Presbytery
- 17 Tucker, Mrs. P. D..... Texas
Trinity University
- 18 Wheeler, Mrs. W. L..... Tennessee
L.I., University of Nashville

SPECIAL STUDENTS.

1	Dickson, Alva Earle...	Arkansas
	University of Arkansas	Arkansas Presbytery
2	Lewis, Alvin Fayette.....	Kentucky
	Ph.D., Johns Hopkins University	
3	McKibben, John Arthur.....	Oklahoma
		Chickasaw Presbytery
4	Martin, Mabel.....	Tennessee
	Cumberland University.	

General Summary of Students.

ACADEMIC SCHOOL.

Graduate Students.....	9
Senior	9
Junior	5
Sophomore.....	10
Freshman	41
Engineering.....	3
Special	31—108

LAW SCHOOL.

Seniors	56
Juniors ..	18— 74

SCHOOL OF ORATORY..... 26

CONSERVATORY OF MUSIC..... 232

THEOLOGICAL SCHOOL.

Senior	14
Middle.....	17
Junior	22
English	19
Special	4— 76

Castle Heights School (articulated)..... 159

Lebanon College for Young Ladies (articulated). 178

Counted twice

Total	648
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Appendix.

Specimen Examination Papers.

To indicate the nature and scope of the written examination set for admission to regular standing in the College department, the following specimen examination papers are submitted. It is suggested that prospective students make trial of their attainments in the various studies with these specimen papers. The candidate who finds himself unable to do the work assigned may conclude that he is not well prepared for the Freshman class.

I. HISTORY.

1. Define a Greek tyrant.
2. Who was Lycurgus?
3. Name and give a brief account of two battles in which the Greeks defeated the Persians.
4. In what different ways did Athens and Sparta influence Greece?
5. Who were the Roman Decemvirs?
6. Name five great Roman generals.
7. Who founded the Roman Empire, and at what time?
8. What caused the downfall of the Roman Empire?
9. What can you tell about Mohammed?
10. Give a brief account of the Norman Conquest.
11. What was the purpose of the Crusades, and what good did they accomplish?
12. Who was the founder of the Church of England?

13. What was the Spanish Armada, and what became of it?
14. What are some of the results of the reform movement in England since 1832?
15. State the broad differences between the Puritan and the Virginia colonists.
16. What was the Northwest Territory as defined at the close of the Revolutionary War?
17. When, and under what circumstances did the United States acquire Louisiana?
18. What was the "Boston Tea Party?"
19. What is the oldest political party in the United States?
20. How many of our Presidents have been assassinated?

II. ENGLISH.

- I. Correct the follow sentences:
 1. What sort of a hat did he buy?
 2. A lion is the emblem of England.
 3. Neither of the three girls left the room.
 4. He must have thrown not less than six or seven times.
 5. He found a setting hen in the barn.
 6. He was too hurt to be carried home.
 7. Divide the peaches between the three boys.
 8. I will be ten years old next Monday.
 9. What is the distance between each of the fence posts?
 10. Which of you girls left your hats lying on the grass?
 11. I intended to have sent it yesterday.
 12. I think he is as old, if not older, than you.
 13. I told she and Mary to come to-morrow.
 14. You can hardly find a more universal belief.

15. Not returning at the usual hour, the family became alarmed, and a party was organized to search for them.

II. The following questions are based on the list of books required for admission to the Freshman class. The list may be found on a previous page:

1. Which of the characters in the *Merchant of Venice* do you like best? Give your reasons.

2. When were the "de Coverly" papers written, and principally by whom?

3. Write a character sketch of the "Vicar" in the *Vicar of Wakefield*.

4. According to Carlyle, what were some of the chief merits of Burns?

5. Does the *Ancient Mariner* have a moral? If so, state it.

6. What spiritual truth did Lowell teach in *The Vision of Sir Launfal*?

7. What contrasts do you observe between Milton's *L'Allegro* and *Il Penseroso*?

8. Who spoke the following words, and what do they mean?

"The thane of Fife had a wife: Where is she now?—What, will these hands ne'er be clean?—No more o' that, my lord, no more o' that: you mar all with this starting."

9. Write a brief sketch of *Ivanhoe*.

10. Quote several of the finest passages you have memorized during your study of the books required for entrance, and point out the beauty of them.

11. Write an essay of about 500 words on one of the following topics: Julius Caesar; *Sir Launfal*; Silas Marner; Addison; the Princess in Tennyson's poem of that name; *The Black Knight* in *Ivanhoe*; John Milton.

12. What general differences have you found in your study to exist between the diction of prose and that of poetry?

III. MATHEMATICS.

Algebra.

1. Factor $4x^2y^2 - (x^2 + y^2 - z^2)^2$.

2. Solve $\frac{x+3}{x+1} + \frac{x-6}{x-4} = \frac{x+4}{x+2} + \frac{x-5}{x-3}$, without clearing denominators.

3. Reduce $\frac{1 + \sqrt{-6}}{\sqrt{-2} - \sqrt{-3} + \sqrt{-5}}$ to equivalent value with rational denominators.

4. Find by inspection $\sqrt{28 - \sqrt{300}}$.

5. Show by inspection that a is a factor of $(a + b + c)^3 - (-a + b + c)^3 - (a - b + c)^3 - (a + b - c)^3$.

6. Solve $x^3 - y^3 = 56$, and $x^2y - xy^2 = 16$.

7. Solve $\frac{3}{x-5} + \frac{2x}{x-3} = 5$.

8. Solve $\sqrt{16 - 7x + x^2} = x^2 - 7x - \frac{1}{4}$.

Plane Geometry.

1. Through a given point draw a perpendicular to a given line.

2. On a given line construct a segment of a circle that shall contain a given angle.

3. Construct the inscribed and the three escribed circles of a given triangle.

4. Divide a line into parts proportional to the segments of a given line.

5. Prove the product of the diagonals of an inscribed quadrilateral equals the sum of the products of its opposite sides.

6. Inscribe a regular decagon in a circle.

Solid Geometry.

7. The acute angle which a line makes with its projection on a plane is the least angle which it makes with any line in the plane.

8. Between two lines not in the same plane one, and only one, common perpendicular can be drawn.

9. Prove there can be only five regular polyhedrons.

10. Find the diameter of a given sphere.

11. Two symmetrical spherical triangles on the same or equal spheres are equivalent.

12. Prove the volume of a sphere is $\frac{4}{3}\pi R^3$

IV. LATIN.

1. Caesar—Gallic War, book II; chapter 2. Translate. Explain cases of following words, and give rules: *nuntiis*; *aestate*; *Belgis*; *manus*; *diebusque*. Explain the following uses of subjunctive: *deduceret*; *inciperet*; *gerantur*; *cognoscant*; *proficisceretur*. Give the principal parts of *conscripsit*; *misit*; *cogi*; *proficisceretur*; *pervenit*.

2. Cicero—Fourth Oration against Catiline; chapter 1. Translate and explain all of the subjunctives. Tell the case of each of the following, and quote rule: *rei publicae*; *salutis*; *laboribus*. Inflect *malis*; *voluntas*; *acerbitates*; *cruciatu*. Who was Catiline? Why did Cicero oppose him in these public speeches? What was the effect of Cicero's four orations?

3. Virgil—Translate Aen. II, 298-308. Explain cases of following words: arboribus (300), somno (302), auribus (303), flumine (305). Point out all of the main caesuras, and tell the foot in which each occurs. What was Virgil's motive in writing the Aeneid? In what condition was it left at his death?

4. Turn into Latin the following passages: So, when the battle was being fought by the cavalry that had been sent by the Aedui to help Caesar, the enemy began to flee. Then that no lands might be vacant for the Germans to seize, he ordered the Helvetians to go back to their homes. As soon as Caesar saw that he was being kept from supplies too long, he began to intrench a camp less than a mile beyond that of the Germans. When at last Cicero drove Catiline out of the city by his words, he unquestionably removed the danger from the forum and the senate house. That Catiline should go into exile at the warning of the consul was not to be expected, for he was not the man to be recalled from his mad purpose by fear or reason. Mark all of the long vowels in the foregoing sentences.

V. GREEK.

1. The Anabasis—Translate, Book II. 2. 1-2. Give the voice, mood, tense, number and person of the following verbs: ὤχετο; ἔμμενε; ψαίη; ἡχῶμεν; πράττετε; οἴησθε; ποιήσοι; εἶπε. Explain the optatives: ψαίη; ποιήσοι. Give the principal parts of ἔλεγον; κελέυει; ποιεῖν; πράττετε. Decline the following: οὗτοι; νοχτός; αὐτοῦ; τούτοις. Point out and define the different kinds of conditional sentences. At what stage of the "Anabasis" did Xenophon begin to take a prominent part? For what qualities of mind and body

was Cyrus noted? Tell briefly of the events that led to the capture of Clearchus and the other generals who were killed.

2. Turn the following into Greek: Thence they marched to a very large and beautiful park, in which the ruler of Syria had a palace. This park produces all things. If you wish to go away with me, come early in the morning. And when Clearchus asked the messengers concerning what they had come, they said that they reported a truce from the king. Especial attention should be given to accenting the words.

3. The Iliad—Translate Book III, lines 84-94. Explain the case of *μάχης* (84); *πτήμασι* (91); *κρείσσων* (92). Comment on *καί* (89). Give mood and tense of verbs in first five lines. Scan first five lines, giving the divisions into feet. Point out an instance of elision. Does crasis occur in the lines? Define caesura; diaeresis; zeugma.

VI. FRENCH.

1. Give the plural of *fille*, *fil*, *cheval*, *chou*, *travail*; feminine of *vieux*, *vif*, *premier*, *ancien*.

2. Conjugate in full *vouloir*.

3. Principal parts: *jeter*, *avancer*, *manger*, *appeler*, explaining changes.

4. Future tense, *savoir*, *mener*; past indefinite *arriver*, *se flatter*.

5. Translate into French: He gave it to me. My friend (fem.) did not go to school this morning. Her mother was sick. She will go (there) to-day. If you have any paper, give John some. He hasn't any for his exercise. Do not ask him what he said, he will not tell you. One day an old lady came to our house and brought my sister some

beautiful white roses. My cousins (feminine) arrived this morning. I have not seen them yet. Do you know that gentleman on the other side of the street? Yes; he is an old friend of mine.

Translate into English:

(1) Regarde, Jean, dit le curé, quel changement! Je ne vais plus me sentir ici chez moi comme autrefois. Ça va être trop beau! Je ne vais¹ plus retrouver mon vieux fauteuil de velours marron, ou il arrivait si souvent de m'endormir après diner. Et si je m'endors² ce soir, que deviendrai-je? Tu feras¹ attention, Jean. Si tu vois¹ que je commence² à m'engourdir, tu t'approcheras de moi et tu me pinceras un peu au bras. Tu me le³ promets?

¹Infinitive? ²Present participle? ³Antecedent?

(2) Je me suis longtemps promené dans la longueur de ma mansarde, les¹ bras² croisés, la¹ tête² sur la poitrine! Le¹ doute grandit en moi comme une ombre qui envahit de plus en plus l'espace éclairé. Mes craintes augmentent; l'incertitude me devient à chaque instant plus douloureuse³! il faut que je décide⁴ aujourd'hui, avant⁵ ce soir! J'ai dans ma main les dèss de mon avenir et je tremble de les interroger.

¹Why the article? ²Syntax? ³Masculine form? ⁴Explain use. ⁵Difference in meaning, *avant*, *devant*.

VII. GERMAN.

1. (1) Inflect (giving article), *Macht*, *Vater*, *Bundnis*, *Altertum*, *Student*, *Herz*. (2) Give several suffixes that form feminine nouns.

2. Rules for inflection of adjectives; when strong, weak, uninflected.

3. Give case (or cases) governed by following prepositions: *aus, auf, in, nach, um*.

4. What substitutes are used for relative and personal pronouns with prepositions, and under what conditions?

5. Translate:

(1) "Du könntest aber freundlich sein zu jedermann. Tanzen und singen mögen andere, denen das Leben leichter ist. Aber ein gutes Wort geben schickt sich auch für einen Betrübten.

Sie sah vor sich nieder und zog die Brauen dichter zusammen, als wollte sie ihre schwarzen Augen darunter verstecken. Eine Weide fuhren sie schweigend dahin. Die Sonne stand nun prächtig über dem Gebirg, die Spitze des Vesuv (Vesuvius), ragte über die Wolkenschicht heraus, die noch den Fuss umzogen hiedt, und die Häuser auf der Ebene von Sorrent (Sorrento) blinkten weiss aus den grünen Orangengärten hervor.

Composition (see above passage): (a) If we could be friendly to everybody, life would be easier for us. (b) Do not gaze down and do not contract your eyebrows. (c) Now the sun stands over (the) magnificent Vesuvius. (d) A group of clouds surrounds the foot of the mountain chain. (e) In the plain of Sorrento we saw white houses and a green orange-garden.

(2) Draussen auf der Strasse war es² tiefe Dämmerung; er fühlte die frische Winterluft an seiner heissen Stirn. Hie und da fiel¹ der helle Schein eines brennenden Tannenbaums aus den Fenstern, dann und wann hörte man von drinnen das Geräusch von kleinen Pfeifen und Blechtrompeten und dazwischen jubelnde kinderstimmen. Scharen von Bettelkindern gingen¹ von Haus zu Haus oder steigen¹ auf die Treppengeländer und suchten durch die Fenster

einen Blick in die versagte Herrlichkeit zu gewinnen¹. Mitunter wurde¹ auch eine Thür plötzlich aufgerissen¹, und scheltende Stimmen trieben¹ einen ganzen Schwarm solcher kleinen Gäste aus dem hellen Hause auf die dunkle Gasse hinaus; anderswo wurde auf dem Hausflur ein altes³ Weihnachtslied gesungen; es⁴ waren klare Mädchenstimmen darunter.

¹Give principal parts (including second and third persons singular of present indicative, if irregular). ²Rule for position: other instances in the passage. ³Explain form. ⁴Explain use. Give other uses of *es*.

VIII. PHYSICAL GEOGRAPHY.

(Answer 8.)

1. Contrast the floor of the sea with the surface of the land.

2. How are the Tides produced?

3. Which coast of the United States is more irregular? What is the explanation?

4. What evidence have we of an Ice Age in the Northern part of the United States?

5. Describe in order the physical features of Tennessee from east to west.

6. Give the composition of air, and state its importance to plant and animal life.

7. What are the factors that make up climate?

8. General explanation of winds.

9. How is dew formed? Snow? Rain?

10. Under what conditions can a waterfall be formed?

11. Give characteristics, manner of life and occupations of the people of the three zones.

12. How does proximity to the sea or navigable streams influence the life and industry of a people?

Course of Study for Training Schools.

That greater uniformity may be secured, and the preparatory instruction may be made more efficient, we suggest the following four years' course for training schools and academies. The numbers indicate the hours per week:

ENGLISH. 5. FIRST YEAR.

Language Lessons, Spelling, Writing, Easy Literature.

MATHEMATICS. 5.

Arithmetic, Mental and Written.

LATIN. 5.

Beginner's Latin, Grammar, Reader.

SCIENCE. 3.

Geography, Science Lessons.

HISTORY. 3.

United States History.

ENGLISH. 5. SECOND YEAR.

Language Lessons, Composition, Easy Literature.

MATHEMATICS. 5.

Arithmetic, Algebra.

LATIN. 5.

Grammar, Composition, Caesar and Nepos.

SCIENCE. 2.

Physical Geography, Science Lessons.

HISTORY. 3. First term.

General History.

*CIVIL GOVERNMENT. 5. Second term.

GREEK. 5. Second term.

Beginner's Greek Book.

ENGLISH. 5. THIRD YEAR.

Grammar, Composition, Rhetoric.

MATHEMATICS. 5.

Algebra, Geometry.

LATIN. 5.

Grammar, Composition, Cicero (six orations).

GREEK. 5.

Anabasis.

SCIENCE. 3.

Physiology and Physics.

ENGLISH. 5. FOURTH YEAR.

Rhetoric, Critical Study of English Classics.

MATHEMATICS. 5.

Algebra, Geometry.

LATIN. 5.

Grammar, Composition, Virgil (six books).

GREEK. 5.

Grammar, Composition, Anabasis, Homer.

SCIENCE. 3.

Chemistry.

HISTORY. 3.

† Greek and Roman History.

GERMAN OR FRENCH. 5.

May be taken instead of Greek.

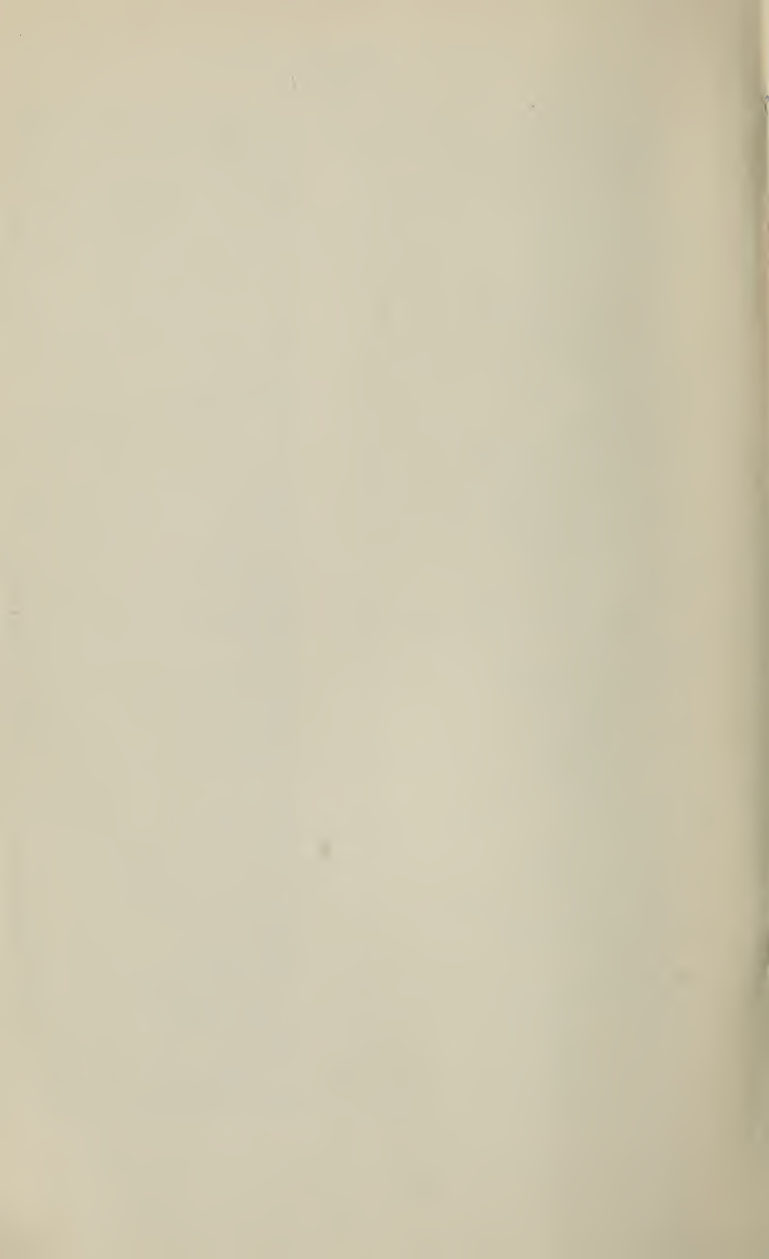
* Omitted if thought best by those who begin Greek.

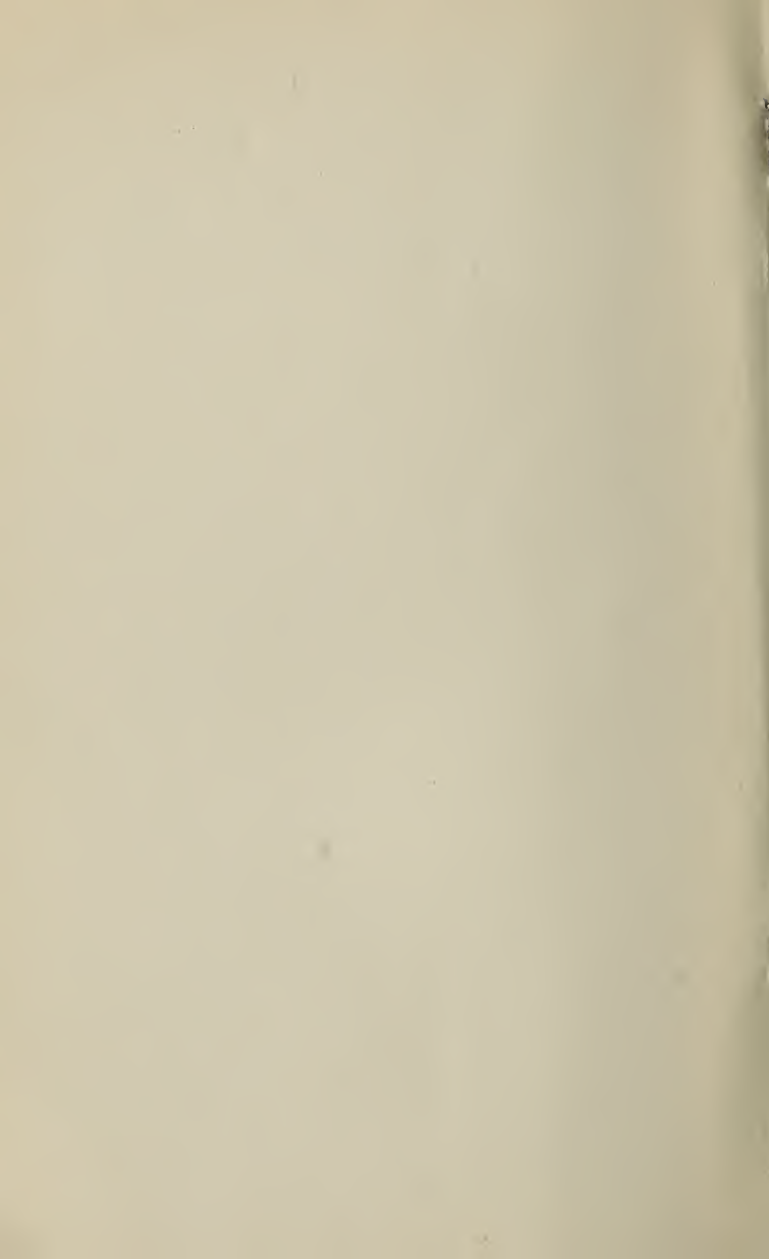
† Or instead, advanced United States History.

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